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ABSTRACT

This resource guide is designed to provide foreign language teachers with suggestions for helping students become better language learners. The four chapters of the guide for teaching speaking skills are as follows: (1) Teaching Learning Strategies (e.g., rationale for teaching, types, useful strategies, guidelines, instructional sequence, and specific strategies such as directed attention, self-monitoring, repetition, note-taking, and translation); (2) Learning to Speak and Communicate (e.g., how and why, instructional guidelines, how to begin); (3) Lessons Plans for Learning Strategy Instruction (e.g., introducing speaking tips, instructor role, unpredictability, student goals and expectations, and specific lesson plans); and (4) An Integrated Strategy Approach to Language Teaching (dialogues and narratives, and cultural points). Lesson plans include the following: types of native language speaking, registers, speaking functions, directed and selective attention, repeating, memorizing, developing recall ability, using appropriate expressions, substitution, self-monitoring, questioning, and some integrated proficiency-oriented speaking activities. An appendix provides examples of macro-tasks, and nine worksheets cover such topics as typical scripts for different speaking situations, recall, fillers to sound more like a native speaker, and questions. Contains 14 references. (LB)

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Learning Strategy Instruction in the Foreign Language Classroom:

Speaking

by

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PREFACE

Foreign language teachers are very much aware of the educational and societal importance of foreign language proficiency for students in American schools. We are as delighted when our students are successful in developing proficiency and continuing their foreign language study to an advanced level as we are disappointed and frustrated by students who seem to have little aptitude for foreign languages and who never progress beyond the most elementary level of language study.

This resource guide, developed as part of a research project funded by the United States Department of Education's International Research and Studies Program, is designed to provide foreign language teachers with suggestions for helping ineffective students learn how to become better language learners and for already effective students to become superior language learners.

Our research with high school and college students of French, Russian, and Spanish has led us to a new understanding of the somewhat elusive notion of "aptitude" as it pertains to foreign language learning. What distinguished effective from ineffective language learners in the students we studied was that effective students had a range of learning strategies which they used often and which they tailored to the demands of the language task. Ineffective students, on the other hand, used strategies in very limited and often inappropriate ways. Looking at students' abilities in terms of strategies rather than in terms of aptitude has profound implications for instruction.

Strategies can be taught and learned, whereas aptitude is generally thought to be innate and unchangeable. The complete resource guide provides guidelines and sample lesson plans for teaching learning strategies for different language skills. The writing materials were developed with second year high school French students, the listening comprehension materials with fourth year high school Spanish students, and the reading comprehension materials with first year (intensive) Russian college students. These materials were then field tested by high school teachers with different combinations of languages and levels of study, as follows: reading materials field tested with third year French students and first year Russian students; listening materials with first year French students; and writing materials with fourth year Spanish students. The results of the field test guided the revision of the resource guides for listening, reading, and writing, and also contributed to the devlopment of the resource guide for speaking.

Finally, the research team and participating foreign language instructors developed guidelines and sample lessons for teaching four essential strategies across language skills. The lessons are designed so that they can be used with other languages and at other levels than those for which they were originally developed. Sample beginning and intermediate level student worksheets in French, Spanish, and Russian are provided with the lesson plans.

Background

Our understanding of the learning and teaching of native and foreign language skills has undergone a fundamental change in the last 20 years. Instead of repetitive drilling to instill automatic responses, we now stress meaningful communication. We understand that language is learned best when used to understand ideas and functions that are meaningful to students.

This basic understanding characterizes current approaches to foreign language instruction and is the focus of current research in second language acquisition. For example, communicative approaches provide students with opportunities to actually use the foreign language for a variety of functions. The functional/notional syllabus differs from the traditional grammatical syllabus because it describes domains of knowledge and the type of language needed in different social contexts, rather than the sequence of grammatical structures to be practiced (Munby, 1978). A number of current approaches, such as Total Physical Response and the Natural Approach, emphasize the importance of developing listening comprehension as the first language skill (Asher, 1981; Krashen, 1982; Terrell, 1982). In these approaches students begin by focusing on the development of a receptive database of the new language that can then be drawn upon for developing productive skills. The proficiency-oriented classroom organizes instruction around performance criteria that specify goals for different levels of language achievement (ACTFL, 1986). These goals include descriptions of language function, context of topics, and level of accuracy expected at different stages of the language learning process (Omaggio, 1986). The proficiency guidelines describe meaningful use of the language in all skill areas, from interactive practice to the use of authentic texts for receptive skills. Our understanding of the reading process has been enhanced by schema theory, in which reading - whether in a first or second language - is seen now as an interactive process between the reader's prior knowledge and experiences, or conceptual schemas, and the text (Byrnes, 1984). Similarly, our understanding of the writing process has shifted from a concern only with the product to an awareness of the stages of the writing process and the importance of tapping into the writer's prior knowledge (Carrell & Eisterhold, 1983; Raimes, 1983).

What all of these approaches to language instruction have in common is a recognition that cognition is as fundamental in language learning as it is in other kinds of learning. A cognitive approach to foreign language learning is predicated upon the assumption that language learners should be mentally active, purposeful, strategic, and conscious of their own learning processes.

The purpose of learning strategy instruction is to help students become aware of the power of their own metacognition and to teach them metacognitive, cognitive, and socioaffective strategies to help them become better language learners. This resource guide provides practical suggestions and sample materials for integrating learning strategy instruction into any foreign language course.

Organization of the Resource Guides

The four teacher resource guides for learning strategy instruction are titled as follows:

1. **Learning Strategy Instruction in the Foreign Language Classroom: Speaking**
2. **Learning Strategy Instruction in the Foreign Language Classroom: Listening**
3. **Learning Strategy Instruction in the Foreign Language Classroom: Reading**
4. **Learning Strategy Instruction in the Foreign Language Classroom: Writing**

Each resource guide begins with this Preface and also includes the next chapter, Teaching Learning Strategies. The second chapter in each of the resource guides focusing on a particular language skill consists of an overview of our approach to understanding and teaching the language skill and general guidelines for strategy instruction. Subsequent chapters contain tips, lesson plans, suggested procedures, and sample student worksheets for learning strategy instruction in the foreign language classroom. The final chapter of the guides presents two lesson plans that take students through all four language skills and require them to use a strategic approach to language learning. Because the lesson plans are built around materials typically found in language textbooks, they should assist teachers in integrating strategy instruction into the materials they are currently using. This chapter reflects our belief that, although there are four guides, each addressing a different language skill, the best way to teach learning strategies to students is to integrate strategy instruction into all four skill areas.

CHAPTER ONE.

TEACHING LEARNING STRATEGIES

Why Teach or Use Learning Strategies?

Learning strategies are the purposeful actions and thoughts that we engage in when we want to understand, store, and remember new information and skills. The defining characteristic of good learners and expert performers in any field is the ability to select approriate strategies and deploy them efficiently. This is as true in the foreign language class as in any other class.

We have all noticed the difference between the student who actively associates the new vocabulary or language functions of a lesson with what has been learned earlier, and the student who handles the material in each new lesson as though it were totally unrelated to anything that has gone before. From a learning strategies perspective, we would say that the first student is actively using his or her prior knowledge by elaborating or associating the new information to it. Another familiar example of the strategic versus the non-strategic foreign language student can be found in the receptive skills area. A student who is reading or listening actively is constantly monitoring his or her comprehension (Does this make sense?) and guessing at the meanings of unknown words by using context clues. This student is using the learning strategies of self-monitoring for comprehension and making inferences. The non-strategic student, on the other hand, is a passive reader or listener, and tends to give up and stop attending whenever a new word or expression is encountered.

Effective students use a wider range of kinds of strategies than ineffective students, and they are also more adept at selecting the best strategy for a particular task.

Learning strategies are important tools in teaching a foreign language because:

- Students who are mentally active while learning understand and remember the material better;
- Proficient strategy users learn faster;
- Students who use learning strategies are more motivated because they have control over their own learning;
- Strategies used in one language learning context can be applied in many other language learning contexts;
- Effective strategies can be taught to non-strategic students, and even strategic students can learn new strategies.

What Kinds of Learning Strategies Are There?

Learning strategies can be classified in various complex ways, but we have found a simple classification to be the most useful (Chamot & Küpper, 1989; O'Malley & Chamot, 1990). The three types of learning strategies in this classification are the following:

Metacognitive Strategies. Metacognition means thinking about our own thinking and learning processes. When we take time to plan how we'll go about a task, we are using a variety of metacognitive strategies. Similarly, when we surface from task engagement from time to time to check on our progress, we are also engaged in a metacognitive strategy. And after we have finished a task - whether it's writing a paper or teaching a lesson - we can sit back and thoughtfully evaluate our own performance. This self-evaluation is also a metacognitive strategy. When we use metacognitive strategies we have powerful tools for regulating our own learning and performance.

Cognitive Strategies. These are the strategies we use to accomplish a task. For example, if we want to remember an informative lecture, we might take notes. If we encounter an unfamiliar word while reading, we may look at the surrounding context to make an inference about its meaning. If we cannot immediately remember a word or phrase we want to say or write, we may substitute a synonym or paraphrase. As mentioned above, one cognitive strategy that good learners consistently use is elaboration of prior knowledge. When we can tie in something new to an existing schema or knowledge framework, we understand it better and retain it longer. So cognitive strategies involve working directly with the material we want to learn, often transforming it in some way to make it ours.

Social and Affective Strategies. As the name implies, these are strategies that involve interaction with another person and that influence our affective state. For example, when we work with a team of teachers to develop a curriculum guide, we are using the strategy of cooperation because we know that the interaction of ideas and expertise will result in a better product. Similarly, we ask questions for clarification when we need to understand the requirements of a task or make sure that we have understood what another person has said.

These, then are the three basic types of learning strategies that foreign language teachers can teach to their students. Of course, they are just as useful with other subjects, too. The next section provides some examples of how real foreign language students have actually used some specific learning strategies.

What Are Some Useful Strategies for Foreign Language Learning?

In our own research with high school second and foreign language students, we found that the following learning strategies characterized good language learners:

Strategies for Language Learning

Strategy	Student's Thoughts
Self-monitoring of comprehension	Am I understanding this? Does this make sense?
Elaboration of Prior Knowledge	What do I already know about this? What does this make me think of?
Elaboration Between Parts	How do the different parts relate to each other?
Inferencing	Logically, what could this mean? Can I make an intelligent guess? What can I predict will come next?
Planning	How can I sequence and organize what I want to say/write?
Substitution	What other words or phrases can I use? How can I say this another way?
Self-evaluation	How well did I learn this?

A complete list of the learning strategies we identified with foreign language students appears at the end of this chapter. The strategies taught by the teachers who developed the strategy lesson plans appearing in Chapters 3, 4, and 5 will be described and defined in those chapters.

Guidelines for Learning Strategy Instruction

This section summarizes what we have discovered about teaching learning strategies and offers suggestions for an instructional sequence to incorporate strategy instruction in any foreign language classroom.

Strategy instruction should be integrated into regular coursework, not taught as a separate class. Students appreciate the value of strategies when they can apply them to a real foreign language task immediately. A few minutes devoted to strategy instruction and/or practice and feedback in each class provides students with the practice they need to begin using the strategies on their own.

Strategies work best on material that is challenging but not totally beyond the student's capability. If the material is too easy, students don't need strategies to understand or produce it. Being required to use strategies when you can be successful without them seems like a waste of time to students. And if the material is too impossibly difficult, the strategies don't work. Materials selected for strategy practice should stretch students, not rehearse what they already know or be totally beyond them.

The nature of the language task should determine what strategies are taught. For example, inferencing is a strategy that is particularly useful for the receptive skills. Planning strategies are extremely helpful for productive skills, especially writing.

Elaboration of one's prior knowledge and self-monitoring of performance are important strategies for all types of language tasks (and for all types of learning in general).

Strategies are procedures or skills, and need considerable practice before they become automatic. Students need explicit reminders to use strategies and to try the strategies they know on new tasks. For this reason, strategy instruction needs to be ongoing throughout the school year.

All levels of language study can benefit from strategy instruction. Beginning level students who learn to use strategies will encounter more success in the foreign language, and will have more motivation to continue their language study. Students who can benefit most from learning strategy instruction at any level are those who are encountering difficulties. Students who have no difficulty in learning a foreign language already have developed effective learning strategies. These students are nevertheless interested in talking about their strategies and understanding why they are helpful to them.

Most learning tasks require several learning strategies for highly successful performance. As you begin to think about your own learning strategies that you use for a given task, the temptation is to teach them all to your students immediately. We strongly advise you to resist the temptation - we have learned through experience that too many strategies all at once merely confuse students and they can't keep them straight. One or two strategies at a time, followed by lots of practice and reminders, is a more effective approach.

Strategies need to be modeled by the teacher so that students can observe how an expert uses strategies. Because many strategies are mental rather than observable, the teacher needs to model them by thinking aloud. In other words, the teacher describes his or her thought processes while doing the task. We have provided models of our own think-alouds in the lesson plans presented in a later chapter. Thinking aloud takes some preparation, and we suggest some rehearsal prior to doing it for the first time in front of the class. It is also helpful to think aloud as much as possible in the target language as a way of modelling thinking in the L2 (rather than translating from L1 thoughts to L2 speech).

Summary of Strategy Instruction Guidelines

1. Integrate strategy instruction with regular coursework.
2. Select material that is neither too easy nor too difficult, but that represents a stretch.
3. Teach strategies that are most effective with the language skill(s) to be practiced.
4. Start instruction with a discussion of what it's like to read (write, listen, or speak) in one's native language.
5. Teach strategies to beginning level as well as to more advanced students.
6. Don't try to teach too many strategies at the same time. Keep it simple.
7. Model the strategies for students by thinking aloud about your own mental strategies.
8. Make the instruction explicit. Mention the strategies by name. Give the strategies names in the target language.
9. Practice strategies throughout the school year.

Instructional Sequence for Teaching Learning Strategies

Learning strategy instruction should be integrated into the regular foreign language curriculum. During initial instruction in the strategies, five to ten minutes a day can be spent in presenting, modeling, or practicing and discussing the strategies being taught. Later, students will need only brief reminders to use the strategies on class exercises and homework.

Learning strategy instruction can most effectively be divided into phases. These phases lead students through preparation, presentation, practice, evaluation, and application. Each phase is taught on one or more days so that students have time to understand, practice, and apply the strategies. The instructional sequence that we have found effective is the following:

Preparation - The teacher provides orientation to learning strategy instruction and finds out what strategies students are already using. This phase is useful because it gives students a road map of what to expect in strategy instruction, assists the teacher in discovering the specific strategies that students use or don't use, and demonstrates to the students that their prior knowledge about strategies (even if they have not used the term before) is valuable. Comparisons of both strategy use and approaches to different aspects of language in English and in the target language allow students to become more metacognitively aware of themselves as language processors and learners. The preparation phase is generally conducted in English, unless students' proficiency level in the foreign language is adequate for conducting the discussion in the L2.

Presentation - In this phase the teacher first names and describes the strategies to be taught and provides a reason for their use. This needs to be quite direct. For example, a teacher might say to the class: "Elaboration is a strategy for learning new information. When we elaborate, we use our prior knowledge to help us learn something new. When we make good elaborations, we learn faster and remember longer. That's why we're going to learn how to use elaboration." Next, the teacher models the strategy use. Again, this is quite direct. A teacher might say: "Let me show you what I do when I use elaboration. I'm going to think aloud so you can see how I use this strategy mentally." The teacher proceeds to model elaboration with a real language task, such as reading or writing a paragraph. After the teacher has modelled the strategy by thinking aloud, students are asked to analyze the think-aloud by going through the task and reflecting on how the teacher used the strategy. During this phase, much of the discussion will be in English for students at the beginning level, but the foreign language can also be used in a number of ways. For example, the strategy names can be written on a poster in the L2, and subsequently referred to in that language. Also, when the teacher models thinking aloud, much of the think aloud should be in the target language.

Practice - In this phase the teacher has students practice the new strategy with a variety of materials. Sample worksheets for initial strategy presentation and subsequent practice are provided in this resource guide. This practice can be done individually or in small groups. The focus is on practicing the strategy rather than on getting correct answers. This initial practice should be followed by continuing practice of the strategies with the regular curriculum materials used in the foreign language course.

Evaluation - In this phase students are asked to reflect analytically on their strategy practice. This debriefing is particularly important for developing students' metacognitive knowledge about their own strategy use. The following types of questions can guide the self-evaluation: How did the strategy work for you (the students)? Was it cumbersome? (Practice will make it easier.) Did it replace another strategy that you are more familiar with? Which strategy - the familar one or the new one - do you think will be most effective in the long run? Why? Students should become aware of their needs and long term goals, and should begin to realize that strategies need lots of practice.

Application - This phase continues throughout the year, as the teacher reminds students to use the strategy on new tasks, to use the strategy in new ways, and to use the strategy in different contexts. Whenever an opportunity arises in the classroom to apply a familiar strategy, teachers can remind students of the strategy, or elicit from them suggestions for appropriate strategies to use for a language task. Eventually, students should be able to choose appropriate strategies for language learning tasks without teacher prompting. At this point the student has truly become an autonomous language learner.

This sequence of strategy instruction is reflected in the sample lesson plans.

The Learning Strategies

Below is a list of the learning strategies discussed and taught in the four guides. Definitions and descriptions of the strategies are given, strategy by strategy, in the remaining pages of this chapter.

Metacognitive Strategies

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

Planning
Directed Attention
Selective Attention
Self-management
Self-monitoring
Self-evaluation

Cognitive Strategies

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task.

Repetition
Resourcing
Grouping
Note-taking
Substitution
Elaboration
Summarization
Translation
Inferencing

Social Strategies

Social strategies are those that require the presence of another person.

Questioning
Cooperation

Planning

Definition:	Generating a plan for the parts, sequence, main ideas, or language functions to be used in a language task; proposing strategies for handling an upcoming task; previewing the organizing concept or principle of an anticipated learning task.
Synonyms:	Previewing, outlining, brainstorming, advanced organization
Name of strategy in the L2:	Prepararse Se préparer

DESCRIPTION

Planning means getting prepared to act; specifically, getting a mind set to function in the L2, including deciding what strategies might best be used for the task. The process of planning often involves using other strategies as well, such as elaboration and inferencing.

Planning covers the ideas and concepts to be treated, order and organization, the mechanics of how to say it; it can also include setting longer term goals for language learning.

Reading: Previewing what is to be read. Getting an idea of the context. Recalling what is known about the topic. Deciding what the purpose for reading will be.

Speaking: Reviewing the topic to be discussed. Recalling what is known in the L2 to discuss the topic. Making notes if practical.

Writing: Making notes about the topic in the L2, including vocabulary. Making a preliminary plan.

Listening: Getting ready to listen, by anticipating content and L2 vocabulary (planning, used in combination with elaboration and inferencing).

NOTES

Students aren't particularly pleased when they have to plan. They tend to believe that they do quite well without it!

This is a very important point, however: As you plan, you become more aware of your knowledge and skills -- you reinforce them because you are reviewing them -- you explore new ideas and expand your knowledge and skills.

A plan is valuable only if it is flexible. Your plan is actually meant to lead you into new possibilities, to give you new ideas, and to prepare you for what is to come. Do not approach planning as if it were a prison! A plan is a starting point.

Guide	How and Where Planning is Taught
Reading	Previewing, page IV-63
Speaking	
Writing	Thinking in the L2 during the planning stage, page III-29
Listening	

Directed Attention

Definition:	Deciding in advance to attend in general to a learning task and to ignore irrevelant distractors; maintaining attention during task execution.
Synonyms:	Paying attention, focusing, concentrating
Name in L2:	Concentrarse, GAFAS, BANDES (see Listening Guide) Diriger son attention

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DESCRIPTION

Directing one's attention means deciding in advance first to focus attention, then to maintain it for the duration of the task. It requires persistence and self-discipline.

NOTES

Students need to be specifically told that they cannot do something else (clean out notebook, homework, etc.) when the teacher is talking, while listening to a tape, during instructions, because the brain does not automatically process input in and about the L2. Students cannot allow themselves to be distracted. They must learn that attention is a force under learner control.

Guide	How and Where Directed Attention is Taught
Reading	
Speaking	Tip, page III-53
Writing	
Listening	as a pre-listening and during-listening strategy, page III-50

Selective Attention

Definition:	Deciding in advance to attend to specific aspects of language input or situational details; attending to specific aspects of language input during task execution.
Synonyms:	Scanning, selectively focusing
Name in L2:	Enfocarse Concentrer son attention

DESCRIPTION

Using this strategy means narrowing the focus of attention to seek out only a small part of the content, as opposed to intensive attention to the whole task.

NOTES

We cannot pay attention to everything at once. Sometimes it is desirable to select an element to focus most of our attention on. This implies identifying and setting priorities.

The teacher prepares the students by using advanced organizers to point out what the focus of attention will be. For example, if the point of a lesson is learning a new construction, then students should concentrate their attention largely (selectively) upon hearing and using that construction. Selective attention can be used for review purposes as well, such as "Last week we talked about formal versus informal distinctions. Listen to this dialogue. What relationship between the speakers is implied?"

Guide	How and Where Selective Attention is Taught
Reading	Scanning, page IV-87
Speaking	Tip, page III-55
Writing	during revising stage, when using Revising Checklist, page III-62
Listening	as a pre-listening and during-listening strategy, pages III-25 and III-43

Self-management

Definition:	Controlling one's language performance to maximize what is already known; understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions.
Synonyms:	Staying within your L2 means; using what you know; thinking in the L2
Name in L2:	Manejarse Décider de contrôler son langage

DESCRIPTION

Self-management basically means accepting in advance that you may not going to be able to say (or write) exactly what you'd like to, and that you still need to say what you can say about the subject. It also means having an awareness of how you learn and having the self-discipline to seek out and provide yourself with those conditions that promote your learning.

NOTES

Learning more language, and learning to use it correctly, is done by building on what is already known. When teachers assign an activity to build language use, students often think that the point of the activity is to solve the problem, as, for example, making a description of a picture. For the foreign language teacher, however, the process of using language to arrive at a description is the point. When students can use approximate language, gestures, paraphrase, express an idea in incomplete sentences, they are creating a foundation on which the teacher can build to give them new language.

When students believe that they must have a complete and accurate utterance to participate, they end up not participating at all! Students need to realize that, while they cannot control what the teacher asks them to do or what an L2 speaker will say to them, they can manage themselves -- their attention, their approach to language learning, their attitudes about their own performance and risk-taking.

Guide	How and Where Self-management is Taught
Reading	
Speaking	Tip, Work within what you know in the L2, page III-61
Writing	Not explicitly mentioned, but a component of thinking in the L2, page III-29
Listening	

Self-monitoring

Definition:	Checking, verifying, or correcting one's comprehension or performance in the course of a language task.
Synonyms:	Monitoring, correcting
Name in L2:	Comprobrarse Vérifier son langage

Monitoring is defined in these guides as a strategy that takes places during task execution, as opposed to checking and correcting one's work after a space of time as passed (self-evaluation).

DESCRIPTION

Self-monitoring is thinking about what you do as you do it.

NOTES

Learning to self-monitor requires time and practice. To be able to hear or see one's own mistakes depends on first knowing what is correct, or, at least, what is not or may not be correct, or what doesn't sound right. It also requires recognizing when there is no comprehension, so that something can be done about it.

Self-monitoring can lead to taking a risk; the learner may decide to tentatively use a word or structure about which he is not sure.

Students do not see that it is their role to check their output. For them, it is the teacher's role to make corrections! You can teach them to listen to themselves and hear when they have produced an incorrect utterance. Not all errors may need to be corrected, however. Mistakes that impede communication or that are offensive to the listener probably should be addressed, while "slip-of-the-tongue" errors (that don't interfere with communication) may go unremarked. The teacher needs to decide (and inform students) as to his or her standards of accuracy, and in which situations (e.g., skill-getting versus skill-using) a high level of accuracy is expected.

On the flip side of this -- not understanding something that has been said to them or something they have read -- students need to learn that self-monitoring is the first step in problem solving. Identifying what is causing the comprehension problem leads to deploying any number of strategies (inferencing, questioning, repeating) to clear up the difficulty.

Guide	How and Where Self-monitoring is Taught
Reading	
Speaking	of production (accuracy), pages III-13, III-47, and III-111 of comprehension of conversational partner, page III-120 of one's comprehensibility, page III-136
Writing	of production (accuracy), during composing stage, Ss are instructed to circle uncertainties and return to correct these during revising phase, page III-48
Listening	

Self-evaluation

Definition:	Checking the outcomes of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use, or ability to perform the task at hand.
Synonyms:	Checking back, revising, verifying
Name in L2:	Evaluarse Confirmer son langage

Self-evaluation can be very similar to **self-monitoring** in its checking back and correcting aspects. However, it is defined as a strategy that is used either immediately or some longer time after students have stopped listening, speaking, reading, or writing. Aspects of the strategy can be applied before a language task as well, such as checking one's L2 repertoire to see if certain words or structures are known.

DESCRIPTION

For use before a task, self-evaluation implies that the learner has an intuitive sense of what he or she knows in the L2 and the self-discipline to make this personal assessment as a first step to working within what he or she knows.

For use after the task, self-evaluation implies that a given task is done in advance, so as to have time to return to the completed whole and examine it for ways to improve it, to complete it, to verify understanding, to make corrections. It means setting a certain standard and working to reach that standard.

NOTES

Pitfalls for use of self-evaluation: Students do not begin a task sufficiently in advance to evaluate and make changes. Students have little or no awareness of the actual impact made by effective evaluation and are frequently insecure in the knowledge they need for evaluating. Students expect the teacher to do the evaluation since they may not distinguish grading from evaluation.

There are questions that students can ask themselves in conjunction with self-evaluation: Does this make sense? Can the order be changed to make it more effective? Can I add/take out anything? Is the grammar correct?

Guide	How and Where Self-evaluation is Taught
Reading	as verification after reading, page IV-114
Speaking	
Writing	An aspect of thinking in the L2 during planning (not explicitly mentioned, but working within what you know implies making an assessment of what is known), page III-29 Checking back during revising phase, page III-57
Listening	as verification after listening, page III-58

Repetition

Definition: Repeating a chunk of language (a word or phrase).

Synonyms: Repeating, rehearsal

Name in L2: Repetición; repetir
Répéter

DESCRIPTION

Repetition can be oral, silent or written.

Oral repetition is reproducing a chunk of language out loud.

Silent repetition occurs when the learner is silently practicing in his/her mind, trying either to remember, comprehend, visualize or reproduce the language. Silent repetition is what we do between looking up an unfamiliar telephone number and dialing it -- repeat it over and over in our mind until it is dialed. It is basically a short-term memory way of maintaining or remember something until we either forget it or it gets pushed into long-term memory.

Written repetition is copying or practicing orthography, vocabulary or syntax in multiple written form.

NOTES

It is well-known that repetition is essential to language learning. The language teacher's problem has always been how to provide adequate repetition in a sufficiently varied or disguised format and context to maintain student interest.

Students need to be made aware of how vital repetition is to their learning. Understanding the benefits of an activity may help to ameliorate possible boredom or at least make it tolerable. One has only to watch students doing calisthentics or exercises in preparation for sports to realize that they're willing and able to do repetitive activities when there is a definite goal they want to achieve. Also, students can often give suggestions as to creative and fun ways to vary repetition.

The most important suggestion you can give your students about repetition they do on their own is: "**Vary the ways in which you repeat.** Manipulate the material to be learned in as many ways as possible. Say it aloud. Silently. Visualize it. Make up sentences. Write it. Study it with a friend."

EXAMPLES

"Review" is repetition.

Silent: Memorizing lines of a dialog/play.

Listening: Listening to a passage several times.
Write 5 different sentences using a new word or phrase.
Revise a passage you have written.

Oral repetition: "I'm going to ____ and I'm going to take (A) (B) (C) with me."
(Each student must repeat all of the preceding and add one.)

Reading: Reread a selection several times, each for a different purpose.
Underline X each time you see it in a given passage.
Read flashcards.

Written: Group given 1 copy of a play/script; must make copy for each member of the group (pre-xerox setting!)
Write flashcards.

Guide	How and Where Repetition is Taught
Reading	
Speaking	Tip, to help in memorizing, page III-65
Writing	
Listening	Tip: silent repetition to assist comprehension, page III-71

Resourcing

Definition:	Using available reference sources of information about the target language, such as dictionaries, textbooks, and prior work.
Synonyms:	Research(ing)
Name in L2:	Utilizar recursos Se renseigner; chercher de l'aide

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DESCRIPTION

Listening: Paying attention to vocabulary and syntax used by other more advanced speakers, to provide structures that the learner can use. (This form of resourcing uses people, not books, as sources of information.)

Reading: Looking at the rest of the body of written material for clues and models of correct language usage and meaning.

Writing: Using reference sources to find the word(s) or structure(s) needed.

Speaking: Utilizing the questioning strategies to solicit information from other speakers (see "Questioning"). This particular use of resourcing can also be considered cooperation.

NOTES

At some point students will need to go beyond the limits of the L2 they have learned; they need to be taught how to do this competently. We have all received assignments, whether written or oral, for which students have not utilized any resources, but have simply invented cognates or structures and hoped for the best! Or ones in which students have used a reference source such as the dictionary, only to take the first word or phrase given (usually wrong!) and put it in an incorrect context.

In terms of listening/speaking, students must be repeatedly reminded to concentrate their attention on how the message is being communicated as well as what the message is, to repeat silently (repetition) the word(s) or structure(s) they need, and then to transfer the same to their own oral production as soon as possible.

With regard to reading and writing, students are likely to turn to references such as dictionaries. It is therefore important for the teacher not to take for granted that they know how to use one properly. At lower levels students should stick to dictionaries which include context phrases or sentences in both languages so that they: (1) can be certain they have the correct meaning, and (2) can see how everything fits together syntactically and imitate it. They need to know how bilingual dictionaries differ from monolingual ones, what the various abbreviations mean, how to distinguish between definitions of syntactically different usages of the same word (verb vs. noun), and how to cross-check the definitions in the L1 and L2 parts of the dictionary. Constant reminders, and pointing out examples of models or information available in the body of tests which would have helped them answer questions on the test, are practical ways of showing students a productive reason for resourcing within the document itself.

Students also need to be warned against over use of resourcing. Learning to work within what they know in the L2 is an important language skill and helps students avoid the frustration of trying to translate utterances beyond their L2 proficiency. Students need to develop other strategic responses to L2 situations besides resourcing, such as using the strategy of substitution (finding another way to communicate their idea).

Guide	How and Where Resourcing is Taught
Reading	
Speaking	
Writing	Tip: to be used only during revising stage, page III-62
Listening	

Grouping

Definition:	Ordering, classifying, or labelling material used in a language task based upon common attributes; recalling information based on grouping previously done.
Synonyms:	Relating, classifying
Note:	Considered a part of the larger strategy of elaboration
Name in L2:	Agrupar; Clasificar; Relaccionar Classifier

DESCRIPTION

Useful as an aid in learning and recalling L2 material.

Trying to mentally associate related vocabulary in order to recall it for oral or written production. Classifying and labelling vocabulary or structures according to any related system.

NOTES

Grouping based upon semantic relationships has long been the basis for most textbook vocabulary -- units of foods, clothes, family vocabulary, etc. In texts, grouping is also used for syntactical relationships, such as the formation of adverbs, learning prepositions, etc.

Somewhat more recent is the idea of functional groupings -- how to request, refuse, praise, etc. So this is not a new concept to either teacher or student!

However, both should understand that there are many ways to group, and students should be allowed and encouraged to come up with grouping patterns that make sense for them, and which help them remember, even if they differ from the ones we are accustomed to.

EXAMPLES

We tend to teach verbs by conjugation paradigms of each particular tense. Do students see other ways of classifying or remembering that might be more useful to them?

Can students produce a sentence or mnemonic device that will help them remember vocabulary? (See GAFAS, a mnemonic device you can teach your students to help them remember strategies useful when listening.)

Guide	How and Where Grouping is Taught
Reading	
Speaking	Tip, to assist in memorization and recall pages III-69 and III-73
Writing	
Listening	

Note-taking

Definition:	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance or recall of a language task.
Synonyms:	Taking notes, jotting down, circling
Name in L2:	Apuntar, apuntando; Tomar apuntes Prendre des notes

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DESCRIPTION

Listening/Reading: Making any kind of marks on paper to show either that you have heard, read, understood or evaluated something in the L2.

Speaking/Writing: Jotting down ideas, words, phrases, concepts to aid in either spoken or written production. The mere act of writing something down is a form of repetition and an aid to memory.

NOTES

The phrase "note-taking" tends to conjure up the image of writing down facts given in either oral or written form, as in a lecture or a reading selection, but it is actually much broader. Making a check mark each time a certain work or structure is heard, or writing down numbers heard are forms of note-taking as well. Dictation is an extreme example of note-taking. Spot-dictation is a form of note-taking which can be used to teach students the key words in a selection.

Generally speaking, students don't seem to take notes in FL classes, at least not when we want them to! (And conversely, teachers whose memories go back to audiolingual days will remember how often nervous students tried to write down material they thought they couldn't remember -- often with disastrous results -- when what we wanted them to do was just listen to understand or repeat.)

As every teacher's style is different, only you can decide how you feel about students with pen/pencil in hand during various phases of classroom instruction. If your explanations, for example, differ from those of your textbook, or you amplify the semantic or syntactical material, you may want to specifically instruct your students to keep a notebook, take notes on this material and periodically review it.

At some point in L2 instruction, when the body of material with which the student is dealing is more complex and longer in format (i.e., listening to a short lecture), students may need specific instruction and practice on how to take notes in the L2 without losing the thread of the material they are hearing or reading.

Keep in mind that note-taking focuses on content, not on form; it can even be done in L1.

Although explicit lesson plans addressing the strategy of note-taking are not included in any of the guides, this strategy can be used well in combination with selective attention. For example, you can ask students to make a check mark everytime they hear a certain structure in a dialogue.

Substitution

Definition:	Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.
Synonyms:	Circumlocution, approximating, paraphrasing
Name in L2:	Substituir; substitución; circunlocución Substituer

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DESCRIPTION

In the productive skills, this strategy is virtually any way one can get an idea across when the exact words or structures are unknown. It may mean defining a word/phrase which is lacking in the L2 (boss = the person you work for), making a question instead of a command (Can you pass me the salt? = Pass me the salt), all the way to drawing a picture or acting something out in hopes of having the necessary information supplied by other speakers. It may mean changing written production at a creative level to conform to the limits imposed by the current knowledge of the L2.

NOTES

Of all of the strategies students use in L2, substitution may be both the most frequent and, at the same time, the most under-utilized. It is very common for a student to "lock in" on the specific word, phrase or construction he wants to say in his own language, and then either give up finishing his sentence in the L2 because he doesn't know it or head immediately for a dictionary or other resource to look it up.

Perhaps one of the hardest tasks a teacher faces is to realize that substitution must be taught and to help make substitution a more automatic response t the problem. One way a teacher can help students become accustomed to this is to constantly provide examples of circumlocutions for them. Instead of translating words or phrases, rephrase them in simpler words. Crosswords with definitions given in the L2 provide training for substitution. Asking students to describe, either orally or in writing, current or idiomatic phrases in English to a speaker of the L2 ("slumber party", "cheerleader", "potluck dinner") is an interesting exercise which could easily simulate real experiences; such phrases are often not even found in dictionaries, an added bonus, as the student has no choice but to substitute/explain.

Making clear to lower level students that it is perfectly acceptable to be content with an approximate message which is simpler and less precise and which reduces the topic to essentials often helps relieve some of their anxiety, while teaching them an important skill!

Making certain that students are not always allowed recourse to reference materials, or are given extra points or credit for not using them, is good training for real-life situations when one will either be without a dictionary or need immense pockets!

Guide	**How and Where Substitution is Taught**
Reading	
Speaking	**Explicit instruction, page III-101**
Writing	**during composing stage, page III-43**
Listening	

Elaboration

Definition:	Relating new information to prior knowledge; relating different parts of new information to each other; making meaningful personal associations to information presented.
Synonyms:	Using background knowledge; thinking in the L2; using what you know; grouping; imagery; staying within your L2 means; transferring; relating; associating
Name in L2:	Relacionar; ampliar; desarrollar; utilizar lo que ya se sabe Utiliser des connaissances déjà acquises; Utiliser ce qu'on sait déjà

Elaboration is a very important learning strategy with a multitude of manifestations. In these guides, it is referred to and taught in many ways, under many names, each capturing a different aspect of the strategy.

DESCRIPTION

To elaborate basically means making connections and seeing relationships and similarities. These connections and relationships may be strictly linguistic, both within the L2 (if I know "alegremente" means "happy" with an "ly", then "facilmente" may mean "easy" plus an "ly"), and between L1-L2 (cognates). They may also be between experience and language (if this is a phone call, and if it's at all like most phone calls, that first phrase I heard must have been their way of answering the phone).

We learn and understand new material within the framework of what we already know. Connecting new material to what we already know is elaboration. We also use what we know to make educated guesses (inferences) about material we do not immediately understand. For this reason, elaboration, or using what you already know, is an essential component of successful inferencing, as can be seen in the examples given in the paragraph above.

NOTES

Many students are simply afraid to elaborate, particularly for the purpose of making inferences. Good language learners are risk-takers, and to make assumptions and look for connections is to take the risk of being wrong. The student who has to ask "Does 'automovil' mean 'automobile'?" is too nervous to take a chance on what he already knows; he needs a teacher's assurance that he is right. The student who insists he "doesn't understand" what you're saying when you smile, point to yourself and say "My name is X" within the context of an introductory lesson simply is reluctant to relate what he already knows about human behavior and relationships to a new linguistic experience.

How can we encourage these students to take chances, to make associations and to develop the strategy of elaboration and the combination of elaboration to support inferencing? Constantly asking about relationships or having other students point them out help. Throwing in hints like "It seems like X", or suggesting visual imagery help expand the students' elaboration repertoire. "Game-type" activities such as guessing occupations for "What's My Line?" help. Above all, maybe we shouldn't tell students everything, at least until we've given them a chance to figure out some things on their own. For them to become risk-takers, we have to let them take risks!

See examples of various types of elaboration and closely-related strategies contained in the "Integrating and Applying Strategies to Your Text" section. As has been said, "Elaboration" and "Inferencing" are closely related, and work very well together.

Guide	How and Where Elaboration is Taught
Reading	Cognates, page IV-15 Using background knowledge, page IV-43 In combination with predicting, page IV-110
Speaking	Tip: working within what you know in the L2, page III-61 Tip: grouping to improve memorization and recall, pages III-69 and III-73
Writing	Using what you know in the L2, a component of thinking in the L2 during planning, page III-29
Listening	In combination with predicting as a pre-listening strategy, page III-29

Summarization

Definition:	Making a mental or written summary of language and information presented in a task.
Synonyms:	Abstracting
Name in L2:	Resumir; hacer un resumen Résumer

DESCRIPTION

To summarize is to verbally or in writing reduce an oral or written passage to its essentials.

Summarization can be utilized mentally to re-state the main points of each division of an oral or written text (assuming sufficient pause between divisions is given when work is oral).

NOTES

As in Note-taking, there is a tendency to view this strategy as an upper-level one, related to longer reading passages, for example. In reality, however, it is a very basic skill which we use daily when we convey the essence of a conversation ("We talked about how hard that exam was!"), when we relay a message ("He said he wants to go; he'll call."), in writing book reviews, in news reporting, and so on.

It is a strategy that can be used from the very beginning levels. Students may be asked to sequence a series of pictures with speech balloons depicting people being introdued, or to choose or produce a title for a short passage, or select a topic sentence to begin a paragraph. At more advanced levels they can be asked to abstract a fairly long selection down to its basic concepts, or to listen to a lecture and state its main points.

Guide	How and Where Summarization is Taught
Reading	
Speaking	
Writing	
Listening	Tip, during post-listening verification, page III-67

Translation

Definition: Rendering ideas from one language to another in a relatively verbatim manner.

Synonyms:

Name in L2: Traducir; traducción
Traduire

Translation is a strategy that language learners certainly use. It is included in the lesson plans contained in these guides, not as a strategy that needs to be explicitly taught to students or mentioned as a tip, but rather discussed with the class and discouraged. Other strategies such as **thinking in the L2** when writing are suggested as more efficient and L2-strengthening strategies to be developed.

NOTES

Translation supposes a one-to-one correspondence between two languages, and, based upon that supposition, is an attempt to substitute an L2 noun for an L1 noun, a literal translation for an L2 idiom, or an L2 structure for an L1 structure.

Although translation wholesale is not, in the long run, the most effective strategy, there are moments when a teacher needs to keep it in mind.

First, unless the learner is in an immersion situation -- and even then -- we are only fooling ourselves if we think students can be kept from translating. Also certain stock phrases can fairly quickly lose their translation status ("Good morning", "How are you?"), in most lower level classroom situations it is impossible to provide so much repetition and direct association practice that the majority of the material does not go through a translation phase. And even in very common phrases such as "My name is ..", we have all heard "Me llamo es" enough to know that there is still translation interference well into second language study. If we accept that students will translate (after all, we do learn most things based upon what we already know!), then we must find ways to minimize the false concept of one-to-one correspondence and utilize the strategy to our advantage.

Second, there are nuances of meaning which, without long-time immersion in a second language environment, are very difficult for the learner to catch, and which are not easy to convey with total accuracy through visual imagery. One example is the problem of the preterit-imperfect contrast in Spanish, where which tense is used often depends entirely upon the meaning one wishes to convey rather than inherent conditions within the sentence.

What, then, should the teacher do?

1) Utilize translation sparingly and briefly when its use will quickly resolve a problem that might otherwise remain misleading or confusing to the student.

2) Be alert for signs of student translation and ready to consistently steer the exchanges back into the L2 and to provide other strategies for the student to use (e.g., substitution).

EX: Student produces "Juan realizó que eran las dos."
Teacher: Mira. (Writes on board)
Juan realizó su sueño de hacerse doctor.
Pepe se dió cuenta de que tenía hambre.

3) Remind students that eventually they must move away from exclusive reliance on L1 and try to think and work within the L2 as much as possible.

Guide	How and Where Translation is Mentioned
Reading	
Speaking	
Writing	Avoid translation, think in the L2 during planning and composing, use substitution during composing, pages III-29 and III-48
Listening	

Inferencing

Definition:	Using available information: to guess the meanings or usage of unfamiliar language items; to predict outcomes; or to fill in missing information.
Synonyms:	Guessing, predicting, deducing
Name in L2:	Inferir; predecir; deducir; adivinar Déduire; inférer; deviner; prédire

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DESCRIPTION

Inferencing involves making informed guesses or predictions about meaning, based upon either situational or linguistic contexts or previous knowledge. One can infer, or reason deductively, the weather from a description of what someone is wearing, or a relationship from the level or register of language being used; one can predict what may follow "Thank you" or "How are you?" based upon one's knowledge of the world (elaboration).

NOTES

(See also notes under "Elaboration": these two strategies work closely together.)

We make inferences all the time in our own language, often subconsciously. We infer or deduce based upon everything from the tone of voice and demeanor ("It wasn't what he said, but how he said it") to linguistic clues leading to "the butler must have done it because ..."

Inferencing between languages works totally only when the linguistic and/or cultural concepts are roughly equal. Since they often are not, the teacher must be aware of what can reasonably be expected of students and what kind of help is needed.

The first type of inferencing is tricky, and requires explanation and/or experience within the L2 culture. A smile does not universally imply happiness, nor a rising intonation a question. The more obvious of these contrasts will undoubtedly have to be taught where appropriate; in a classroom setting they are dependent upon instruction, not deduction.

The second type primarily depends upon a certain sense or development of logic, which can be taught and should be practiced -- but which can also involve cultural knowledge that needs to be explained. For example, when comfronted with the statement that a person went to visit a friend on the other side of town, it may be logical in an industrialized culture to infer that the person went in a car. However, this inference would probably not be logical in an under-developed country. Knowing something about a story personage's character and actions can help you infer whether descriptive vocabulary in subsequent passages might be positive or negative.

Do the cultural caveats mean that, in a practical sense, inferencing is not a useful strategy in a classroom situation? Not at all. Students can be asked to infer information that will help them understand new vocabulary from photos or illustrations in printed texts, from background noises in audio texts, or to predict what will follow in a particular sequence of events. Advance organizers such as questions, true-false, incomplete sentences, etc., can help them develop this skill, particularly if these organizers do not reproduce the text verbatim.

Guide	How and Where Inferencing is Taught
Reading	as Predicting (in combination with Using Background Knowledge), page IV-107
Speaking	Guessing meanings of unfamiliar items used by one's conversational partner, as a step in resolving comprehension difficulties, page III-121
Writing	
Listening	as Predicting (in combination with Using Background Knowledge), a pre-listening strategy, page III-29 Guessing meanings of unfamiliar items, as a step in resolving comprehension difficulties, page III-69

Questioning

Definition:	Asking for explanation, clarification, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
Synonyms:	Asking questions; appealing for help
Name in L2:	Pedir ayuda Poser des questions

DESCRIPTION

Listening: Letting someone know that you have not understood what they have said. This can be non-linguistic, as in shrugging your shoulders or looking puzzled, to saying something ranging from "What?" (see final note) to "I don't understand" to "Please explain 'incorporated' to me."

Speaking: Aside from the use of speech to explain that you have not understood a verbal or written text, one can question to ask for help, to elicit unknown forms: "What do you call 'a machine that copies from books'"? One can also check to verify that the word just used was correct: "Is 'Xerox machine' right for a machine that copies from books?"

NOTES

Two of the standard phrases in most beginning texts are "Please repeat" and "Speak more slowly, please".

In the first case, there are two possibilities:

1) The person will repeat exactly what was said, but the learner still doesn't understand; there is obviously a definite limit (probably twice) as to the number of times anyone will ask for repetition.

2) Often people don't repeat exactly, they rephrase -- which may turn out to help, _if_ the changed phrase is something the learner knows -- but it will not explain the original answer or help the learner deal with similar answers in the future. The learner doesn't grow in L2 knowledge without learning to clarify words he doesn't understand and adding them to his vocabularly.

In the second case, what a native considers "slow" usually differs greatly from a non-native. Furthermore, often the problem isn't resolved even if they do slow down, either because there are key words which are unfamiliar, or word-linkage prevents the hearer from identifying the component parts correctly.

Therefore, while both phrases are useful, and will work sometimes, it is crucial that the student be:

1) taught to identify what it is that appears to be the comprehension obstacle;

2) to decide whether resolving it is actually critical or not, and

3) what kinds of questions can be used to elicit the desired information.

(It might appear that a word or phrase is causing comrehension problems it would automatically be necessary for the learner to deal with it. In reality, many students tend to overlook the relative importance to the message of any chuck of language they don't understand. The minute they hear something that seems unfamiliar, they feel they can't understand the basic message.)

Students should be taught right away the polite ways to say "What?" in the L2 in the sense of "What was that again?" Once they learn the interrogative equivalent for "What?", they tend to carry over its usage to this meaning, something that can come across as being quite rude in the L2.

Guide	How and Where Questioning is Taught
Reading	
Speaking	to resolve listening comprehension difficulties in a conversation, page III-119 to ask for needed information, page III-129 to resolve problems of comprehensibility, page III-135
Writing	
Listening	to resolve listening comprehension difficulties in a conversation, page III-76

Cooperation

Definition:	Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
Synonyms:	Group work, pair work
Name in L2:	Compartir ayuda Coopérer; travailler ensemble

Cooperation is not so much explicitly taught as a strategy in these guides as it is used to structure activities, having students work in pairs or small groups to complete a task or check each other's work.

DESCRIPTION

Cooperation is usually associated with students working in pairs or small groups. Whole class cooperation is also essential, since all class work is solving problems, pooling information, checking learning tasks, modeling activities, and getting feedback on performance (plus teacher giving new material).

NOTES

Some teachers question the concept of having students work together because of their tendency to revert to English and, more importantly, to consider the result as being more important than the process. Teachers who regularly have their students work together in small groups do so because it gives more opportunity for each student to practice, it allows students to share their knowledge and to benefit from each other's strong points (at least in theory), and because it is a non-teacher-centered activity.

Language learning is risky for young people. Students can cooperate more fully when they clearly understand that everyone will have problems, everyone will make mistakes, and that the process of working together to use the language and learn from mistakes is a valid way to work on learning a foreign language.

In order to keep students on task when cooperating, we suggest that you limit the time students are given to complete the activity. It may also be helpful to assign roles to the students in the group, so that each has a well-specified responsibility. Some roles can be: Moderator (who keeps the group working and makes sure that everyone contributes); Secretary (who writes down all group decisions and compiles the written document that the group hands in); Monitor (who supplies needed L2; identifies and possibly corrects mistakes, perhaps after the task is completed; and who makes a list of L2 difficulties the group had); Reporter (who reports the group's findings to the class); and Thinker (everyone in the group, who share responsibility for contributing ideas).

Guide	How and Where Cooperation is Taught
Reading	as pair work or group work for most reading activities
Speaking	as pair work or small group work for Macro-tasks (see Appendix) and selected speaking activities (such as the Recall Game, page III-73)
Writing	as a part of Checking Back, used during the revising stages, page III-65
Listening	as pair work or group work during pre-listening, pages III-30 and III-43

CHAPTER TWO.

LEARNING TO SPEAK AND COMMUNICATE

This chapter describes the approach to developing speaking skills that has guided the strategy instruction suggested. General suggestions for developing oral proficiency through learning strategy instruction involve both tips to students and design of instructional activities to promote oral communication in the classroom.

Why and How Do We Communicate Orally?

As fluent speakers of a language, we communicate with little apparent conscious thought and a minimum of planning what we'll say (unless the situation is a formal one). Achieving this type of proficiency is a long process requiring extended opportunities for meaningful practice. Because our students often seem to progress so slowly in acquiring the ability to communicate in the foreign language, we may become discouraged from trying any activities beyond structured speaking exercises. However, students need to practice meaningful speaking from the earliest level of foreign language study if they are to reach the goal of communicative competence.

Communicative competence consists of the ability to use four components of language successfully (Canale & Swain, 1980). These components are: grammatical usage, sociolinguistic knowledge, discourse knowledge, and strategic skills. A communicatively competent speaker uses acceptable grammar, pronunciation, and word choice. In addition to this grammatical base, the competent speaker also understands and uses sociolinguistic niceties such as appropriate register, distinguishing between formal and informal language settings. The competent speaker also knows (perhaps intuitively from long exposure to language situations) the rules of conversation and other types of speaking. Conversational rules include knowing how to use formulas to begin and end a conversation, how to take turns speaking and listening with a conversational partner, and how to carry out language functions such as persuasion or apologies. Similarly, discourse rules apply to other types of speaking, such as presentations and speeches. Finally, the competent speaker has strategic skills that assist in communicating and accomplishing a desired goal. For example, the speaker might do some preliminary planning before an important conversation such as an interview, or might steer the conversation onto personally familiar topics in order to remain an activite participant, or might reflect on a past conversation and think how it could have been improved.

The research that has guided the development of this resource guide sees language production, whether speech or writing, as an active process in which meaning is first constructed and then expressed. In the construction stage, the speaker sets a communication goal and identifies appropriate meanings. This is followed (almost simultaneously with proficient speakers) by the transformation of intended meanings as language rules - grammatical, sociolinguistic, and discourse-related - are applied to change the intended meanings into a comprehensible message. Finally, in the execution stage, the speaker produces an audible message. Once a communicative exchange has been initiated, the speaker may move back and forth between the three stages, revising goals or setting new ones, applying additional language rules, and continuing to express the new meanings generated. A proficient speaker moves rapidly and with little conscious thought through these stages, but the process at the beginning levels of a second language is slower, more laborious, and highly conscious.

A number of learning strategies can assist students in communicating more easily in the foreign language. For example, planning before speaking can help a student choose a goal and decide if enough language is known to achieve that goal. By using elaboration, students can more easily remember what they know how to say in the language so that they can avoid the practice of planning what to say in English, then discovering that they do not know how to translate it into the foreign language. When students do not know or cannot remember how to say something in the language, substitution is an extremely useful strategy that allows them to paraphrase or circumlocute, and continue speaking. Monitoring one's speech output is an essential strategy for improving accuracy in the foreign language. While over-monitoring may paralyze a student into speechlessness, judicious use of monitoring allows students to hear their own production and take corrective action either immediately or at a later time.

The purposes of the speaking strategy instruction in the tips and lesson plans that follow are to make students aware of the speaking process and to teach them learning strategies to help them become more communictively competent. Using these strategies will assist them in planning before speaking, maintaining a conversational exchange, and reflecting on their own oral production.

Guidelines for Speaking Strategy Instruction

Students need to understand that speaking is not an automatic process. Even in a first language, speaking requires some planning and some conscious attention to choice of words and use of language rules. This is even truer in a foreign language, and can really slow down speech production. Students need to be reassured that as they gain greater proficiency in speaking the new language, the oral production process will resemble that of their native language more closely.

A second suggestion is that teachers name the strategy they are explaining or modeling. By naming a strategy, teachers increase students' metacognitive awareness of the strategy and also provide the means for discussing and reflecting on the strategy.

A third guideline for learning strategy instruction in speaking is that teachers encourage students to use what they know when engaging in speaking tasks. This means that students should stay within their language means and knowledge during speaking activities. For example, rather than trying to translate the exact L1 meaning they wish to communicate in the L2, they should seek to communicate an appropriate and reasonably analogous meaning through the L2.

A fourth suggestion is that teacher provide frequent practice with simulated real-world speaking situations. Students can benefit from such practice even at the beginning level of language study. At this level, they can practice micro-tasks in which their speaking is restricted to a single function (e.g., greet an old friend; greet a distinguished professor). These micro-tasks can then be combined in a macro-task in which students can practice the language they have learned, as well as the speaking strategies, in a role-play. Role-plays should always be followed by a debriefing in which students reflect on how successfully they accomplished the task, including the strategies they used, how well they worked, and what other strategies they might have used.

Finally, teachers should show students how to take charge of oral communication by choosing topics they can talk about and employing communication strategies such as substitution, questioning for clarification, and using memorized formulas for specific language functions.

In the tips and lesson plans that for speaking strategy instruction that follow, we suggest specific ways for incorporating these ideas into your foreign language classroom.

How to Begin

Don't be overwhelmed by all the information in this guide. It is not necessary to give all tips and teach all strategies at once, or even teach the entire guide in one year.

Start with yourself. Ask yourself what you most want your students to know how to do when they speak.

> For example: Do you want them to be able to continue the conversation instead of stopping constantly and searching for words? Then start with the tip on "Using what you know" and instruction in substitution. Do you want them to be able to hear and correct their own mistakes? Then talk to them about monitoring. Do you want them to be able to interact successfully in a real world speaking and listening situation? Then talk to them about questioning.

Identifying what speaking skills you most want your students to develop will help you identify what strategies you want to teach and what types of discussions about speaking you want to have with your students.

Start small. Don't try to teach too much too soon. Choose one strategy (or speaking discussion) to concentrate upon. Look for opportunities in class to introduce the strategy or remind students of its existence and how it's used.

> For example: Decide that, this week, you're going to introduce **substitution**. Use materials in this guide. Make a worksheet of your own. Also use materials from the textbook you're using in class. Ask students to come up with substitutions of words and phrases that appear in your textbook. (For example, a new dialogue has two people greeting one another. Do students know another way to greet a person?) Let your mind focus on this one strategy and try to make its uses connect to your normal classroom routine.

This speaking guide is designed so that you can choose which strategy tips and instruction you wish to provide and in what order. Select one or two ideas to tell your students and start there, adding other ideas as you have the time and energy.

Realize that you are learning, too. The teachers involved in creating these materials and using them in their classrooms reported that, like using a textbook for the first time, they went through a process of acquainting themselves with the strategy instruction and how best to provide it.

In the beginning, the process was slow and highly conscious. The first time they taught the strategies or held the preparatory discussions, they felt uncertainty about how they were doing. They felt they had missed opportunities to illuminate the strategies for the students. Many ideas occurred to them as to how they might provide the strategy instruction the second time. As they familiarized themselves with the strategies, they began to see how better to connect the instruction to their normal class routine and to incidents that arose in their classroom.

In short, allow yourself ample learning time. That's the advantage of starting small, building a piece at a time, introducing a little bit this year, adding some next year.

But start! Starting is the hardest part. Decide on one tip to give students this week and do it. Or hold a preparatory discussion. Or pick one strategy and teach it. But start!

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CHAPTER THREE.

LESSON PLANS FOR STRATEGY INSTRUCTION

Ideas to Consider
in Designing
Strategy Instruction
for Speaking

This section of the Guide presents some ideas you might consider as you design strategy instruction in speaking.

An Idea to Consider

For many of the speaking TIPS, **let the speaking situation lead to discussion of the strategy**.

> For example, a student tries outside of his or her L2 limit and fails miserably. This is a good time to introduce (or remind) Ss to work within what they know.
>
> For example, a student addresses you using the familiar tú. React with surprise, offense, etc., to remind the class that they need to monitor the reactions of their listener as a way of alerting themselves to mistakes and inappropriateness.

When you introduce the strategy, or remind Ss of its usefulness, be sure to **mention the strategy's name**. This facilitates its future discussion and also makes the strategy instruction explicit.

An Idea to Consider

Tell your Ss that they shouldn't be surprised when **you wear different hats in class.**

As the teacher, you'll be doing teacher things, such as correcting their grammar.

When you role-play the native L2 speaker, you're going to be attending to meaning, not correcting or explaining grammar.

An Idea to Consider

Do you have a part of your class that you devote to "question & answer" exchanges with students?

You can use these interactions to give students an approximation of speaking the L2 in a social situation. Introduce conversation's most vital ingredient - **unpredictability**.

Make the Q & A session a conversation. Throw in unexpected things. If a student says something unusual, follow up. Ask more questions of the student. Continue the conversation. Involve the other students as well, so they don't tune out.

An Idea to Consider

Display posters in class of the speaking strategy names (and possibly the definitions or questions to self that the strategy implies).

Display a poster with speaking strategy guidelines.

Posters help Ss to remember what the strategies mean.

You can also use the posters to remind Ss to use the strategies. When a student is deep into a speaking problem that a particular strategy might resolve, just point to the appropriate poster.

You may wish to list the strategies and speaking guidelines in the L2, placing this alongside the L1. This promotes student work in the L2, facilitates eventual discussion of the strategies and guidelines in the L2, and allows for eventual removal of the L1, leaving only the L2.

Some representative posters are suggested on the next page.

A Sample Poster

Speaking Guidelines

No English! Work only in Spanish.

Use your coping strategies!

When role-playing, stay in your role.

Stay within your means. Use what you know.

Substitute.

Concentrate on communicating your message.

Monitor your listeners. Are they following you?

Be flexible. Try another approach.

When questioning for clarification, specify what you don't understand.

Bueno, use Spanish fillers.

A Sample Poster

Speaking Strategies

Substitute.	Think of another way to say it.
Monitor.	Am I making sense? Is my listener following me?
Ask questions.	¿Cómo? ¿Cómo se dice...? ¿Qué quiere decir...? ¿Me entiende?
Rehearse.	Let's name everything we see. Can I say this in Spanish? List all Spanish I know that's useful at the beach, in a restaurant, etc.

Clarify Your Goals and Expectations for Student Speaking

A Familiar Scenario?

You give Ss a speaking assignment (e.g., come up with a dialogue to greet, ask about the other's health, say good-bye). You give them 3 minutes to prepare. They begin furious, panicked work.

When Ss dive into preparing, do they know...

- what they need to accomplish in this activity?
- what vocabulary or structures are important to include in the dialogue?
- what to focus on while speaking - form (i.e., getting all the tenses right) or function (i.e., communicating a certain message)?
- what criteria you're going to use to grade their performance?

Do you know?

You probably do, having thought about these concerns before you even gave the assignment. But as a reminder, listed below are some questions you might want to ask yourself as you prepare and give speaking assignments to students.

Questions to Help You Clarify Your Goals

How long should Ss speak? Is this important?

Can Ss speak from notes? Should they memorize? Speak from a mental plan?

Am I more concerned with accuracy (form) or with communication (function)?

Is there specific material I'm looking for, such as new or old vocabulary, grammatical forms, etc.?

To tell or not to tell?

It may be a useful classroom routine to provide Ss with information about your goals as you make assignments.

A clear understanding of the task at hand, and the grading criteria for that task, can help Ss prepare (and hopefully perform) more effectively and efficiently.

You may decide to be explicit about your goals. You can also teach Ss to **ask for clarification** about the task, transferring responsibility to them to ask you for the type of information in the "Clarifying Goals" box above.

Asking for clarification about the task is a strategy that cuts across all learning situations. Because its usefulness goes far beyond just classroom speaking tasks, you may want to teach Ss **Questioning** as a general classroom (and life) strategy, rather than as a strategy specific to speaking. (See the Questioning lessons presented in the "Explicit Strategy Instruction" section of this guide.)

Some additional ideas about the Accuracy Issue are presented in the next pages.

Accuracy in the Foreign Language Classroom

How accurate do you expect Ss to be in various speaking situations? When do you correct their errors? How? And which errors?

Research has shown that feedback about errors is necessary but may not be fully used by the learner.

There seems to be some consistency of opinion that errors of comprehensibility should be corrected, as well as those that a native L2 speaker would find irritating or offensive.

Providing feedback falls on a continuum from overtly correcting a student's error, to reformulating the student's utterance, to saying nothing (no feedback).

Walz (1982) discusses error correction in the foreign language class and suggests that evaluating the severity of the error may be useful in deciding whether or not to correct it.

- Comprehensibility errors are the most critical and generally merit correction;
- How frequently does the student commit the error? Errors that occur frequently should be corrected. If the error is a slip of the tongue, it may be best to ignore it.
- Does the error pertain to the current focus of instruction? If so, and it indicates an incorrect (or incomplete) understanding of new material, you may want to correct the error and re-explain the material.

  (A side effect of not correcting may be that other students become confused about the new material.)

- Student personality may affect decisions to correct. You know your students. Confident students may be able to handle more overt or frequent feedback than you would want to give a shy or insecure student.

And because you wear different hats in the classroom, you may vary the situations under which you correct errors: a grammar drill, yes, a communication activity, no.

Omaggio (1986) details a variety of error correction techniques, as summarized below.

Error Correction Techniques

Wait a few seconds after the error before correcting. According to Holley & King (1974), Ss self-correct 50% of time.

Help students to correct themselves by...

Pinpointing: Repeat student utterance up to the point of the error, hesitate, exaggerate the last word, hopefully cueing their reformulation of the utterance.

Re-phrasing the question: The student fails to understand your question. Make the question simpler.

Cuing: When a student is struggling to find the correct form, don't supply it. Supply options (e.g., "buy, bought, have bought") and let the student pick.

Explaining a key word: You use a word that causes confusion. You can write it on the board, if seeing it will help. You can mime what it means, or draw a picture.

Questioning: The student uses a word you don't understand. You can question further to have student explain.

Providing your own answer: You ask the student a question. The student hesitates. You can answer the question for yourself ("What fruit do I like? Myself, I like apples."). This provides the student with a model to formulate an answer.

Repeating the student's answer, correcting subtly: Repeat what the student has said, but correct the mistake. This type of correction is indirect, non-overt. Not everyone in the class will notice.

Rephrase the question when the student responds inappropriately: You've said something to the student, who responds inappropriately (clearly having misunderstood your question). Answer the student's response (e.g., "Oh, that's interesting") and then re-state or rephrase your question, substituting other words that may help clarify your question.

Involving other students: Encourage other students in the class to aid the speaker who is having trouble.

Using Cooperation
to Organize Speaking Activities

Strategy:	Cooperation
Level:	All
Purposes:	Ss work in groups to pool their L2 resources to accomplish a given task.
Time:	5-10 minutes an activity

Some Ideas about Using Cooperation for Speaking Activities

For beginning level Ss, **cooperation** for speaking activities cuts the terror factor of speaking considerably.

Using cooperation regularly in the classroom builds trust among the Ss and makes it easier for them to speak alone, as they certainly will have to do.

Cooperation is a real-world activity, too: We often work together to accomplish a task. L2 learners may find cooperation particularly useful when faced with communication tasks, because pooling their L2 resources gives them a broader L2 base from which to work.

Examples of Cooperative Activities

1. At the novice level, Ss can brainstorm together to make a list.

   Ex: You have a friend coming for the summer. What items would you tell him to bring?

   Ex: Your French roommate is going to the store for your party tomorrow night. What should she get?

Ex: Talk about your hobbies. (Ss divide into groups according to their likes (e.g., sports, books, music, film). This generally ends up being a "list-making" discussion.)

2. Ss can work together to create more of a "dialogue" situation.

   Ex: The 5 of you are in the middle of Guadalajara. You're trying to get to the library, but don't know where it is. Plan to stop a passerby and ask. Get yourselves there.

   Suggestions for situations that Ss can work together to plan and enact are given in Appendix A.

For suggestions for more involved group activities, such as creating a story from a picture, compiling biographical information or solving a puzzle, see O'Maggio (1986), pp. 200-208.

Overview

We recommend that, as a first step, you give Ss an overview of the speaking instruction to come.

Let the class know that:

- you have an interest in the skill of L2 speaking
- throughout the year the class is going to talk about this skill and focus upon it
- you're going to give them TIPS on how to improve their L2 speaking
- you're going to give them EXPLICIT INSTRUCTION in speaking strategies, and
- they will be given lots of opportunities to PRACTICE speaking.

Tell Ss that you're telling them this so that they'll know the speaking instruction comes to them as a unified package, even though it's spread out across the year.

The package is intended to improve their speaking ability, their speaking confidence, and their motivation to speak.

Preparation Discussions

Explicit instruction in speaking strategies may best be delayed until the first semester (or quarter) is well underway. This is because, at the beginning of the year, students need to be concentrating fully upon building a good foundation in the L2 or reviewing the one they have.

However, the groundwork can be laid for the instruction by having short discussions about speaking with students once a week.

This section of the Guide presents lesson plans for such PREPARATION discussions. Each topic should take 5-15 minutes of class time. In combination, the discussions promote student analysis of speaking as a vital activity in L1 and L2, and are intended to develop students' metacognitive awareness of themselves as speakers.

We recommend that, as you begin these speaking discussions, you tell Ss that these discussions are the first part of the strategy instruction package you mentioned during your overview. That way, Ss won't think that these discussions are coming out of the blue.

Preparatory Discussion:
Types of L1 Speaking

Strategy:	non-specific Develop metacognitive awareness
Associated Lessons:	All preparatory discussions
Level:	All
Purposes:	Ss discuss types of speaking they do in L1 Ss develop metacognitive awareness of themselves as speakers
Materials:	Student Worksheet 1
Time:	5-10 minutes

What types of speaking do I do in my own language?
(Small Group Work and Whole Class Discussion)

Have Ss discuss what types of speaking they do in English. To maximize student involvement in this discussion and to avoid a teacher-lecture format, organize the activity using small groups whose task it is to complete Student Worksheet 1.

Give Ss only a few minutes to complete the worksheet, so that they have to work quickly. Then have the small groups share their ideas in a whole class discussion. Write their ideas on an overhead, so you can use it again in a later discussion.

Some typical student responses are listed on the next page.

Student Worksheet 1
Types of Speaking We Do In Our Native Language

Get into small groups. Read the questions below and make a list of your answers. Be ready to share your ideas with the class.

1. Make a list of the people to whom you speak most often. Name at least 3 people.

2. Do you talk to each of these people the same way? For the same reasons?

3. What types of speaking do you have to do at school? At home? (For example, do you have to give oral reports at school? What types of speaking do you do on the telephone at home?)

School	Home

Some Types of Speaking

- telling about my day
- calling a business
- asking permission
- giving explanations
- yelling at someone
- agreeing with someone
- complimenting someone
- discussing assignments
- telling a story
- interviews
- using the phone
- asking questions
- oral reports
- answering Qs
- giving directions
- disagreeing
- planning an activity
- discussing homework
- gossip

A lesson plan summary is provided on the next page.

Class: ____________________ **Period:** ______________ **Date:** ____________

SUBJECT: Types of speaking we do in our native language.

MATERIALS: Student Worksheet 1
Overhead (optional)

Summary of Lesson Plan **Notes**

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1. Have Ss work in small groups to complete Student Worksheet 1 (or hold the discussion as a class).
2. List student ideas on the board or an overhead.

This summary page can be xeroxed and used to write notes to yourself in the margins, as well as student comments and ideas.

Preparatory Discussion:
Registers in L1

Strategy:	non-specific Develop metacognitive awareness
Associated Lessons:	All preparatory lessons
Level:	All
Purposes:	Ss become explicitly aware of the existence of registers in L1
Time:	5 minutes
Materials:	Overhead from prior lesson

Are there registers in my own language?
(Small Group Work and Whole Class Discussion)

Get out the overhead of prior discussion ("What types of speaking do I do in my own language?"). Review the list briefly with Ss. Do they have anything they want to add?

An important component of L2 speaking is recognizing and using the register appropriate to one's conversational partner. Because English uses a general "you" that doesn't differentiate between formal and informal, Ss may not be aware that registers do exist in English and may consequently have trouble remembering to adjust their register in the L2 to the situation and the person with whom they are speaking.

To make Ss aware of the existence of registers in their own language (to ultimately transfer to working in the L2), ask Ss:

- Do we deal with different registers (formal and informal) in L1?

- How do you address the President or a judge? Do we have titles in English? (Yes -- Your Honor, Mr. President)

- How do you address your parents (or a older person) if you want to indicate respect? ("Sir" or "Ma'am.")

Thus, we can vary our register in English depending on the person we are addressing.

Have Ss work in small groups (or as a class) to divide their list from the previous preparatory discussion into two parts: Which kinds of speaking require them to be more formal and which allow informality?

Discuss the group findings as a class. Tell Ss that the use of register will be an important consideration when they are speaking in the L2.

A summary of the lesson plan for this discussion is provided on the next page.

Class: ______________________ **Period:** ______________ **Date:** _______

SUBJECT: Registers in L1 (formality vs. informality)

MATERIALS: Overhead from prior lesson

Summary of Lesson Plan Notes

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1. Get out overhead from prior lesson and review ideas with students. Do they want to add anything?
2. Ask Ss about the existence of registers in English. (For example, how do we address someone with respect? What types of people are addressed with special titles?)
3. Have Ss divide the list of types of speaking (from prior lesson) into those that require formality and those that allow informality.
4. Have small groups share their findings.

This summary page can be xeroxed and used to write notes to yourself in the margins, as well as student comments and ideas.

Preparatory Discussion:
The Process of Speaking in Our Own Language

Strategy:	non-specific Develop metacognitive awareness
Associated Lessons:	All preparatory lessons
Level:	All
Purposes:	Ss focus on the process of speaking in L1
Time:	5-10 minutes
Materials:	Overhead from prior lesson Student Worksheet 2 Overhead to record student ideas

What is speaking like in my own language?
(Small Group Work and Whole Class Discussion)

In this lesson, Ss will be asked to consider the speaking process, or how they approach speaking in L1.

Remind Ss of the list they made in a previous preparatory lesson regarding the types of speaking they do in L1. (Re-display the list, if you have it on an overhead. Ss can then refer to it during their discussion.)

To structure the analysis of the speaking process, have Ss work with a partner or in small groups, using Student Worksheet 2 on the next page. After they've completed the worksheet, have them share their ideas with the class. (You can also discuss the process of speaking as a whole class, with you asking the questions on the worksheet.)

A summary of the lesson plan for this discussion is provided on the next page.

Student Worksheet 2
How We Speak in Our Own Language

Work with a partner or with a small group of your classmates. Answer the questions below about how you approach speaking in English. There are no right or wrong answers -- there is only what you do when you speak! Be ready to share your ideas with the class.

1. Do you think about what you're going to say before you talk? How does this vary depending upon the person to whom you're speaking?

2. What types of speaking do you prepare for? How do you prepare?

3. When you're having a conversation, do you listen to the other person, think about what you are going to say, or do both at the same time?

4. What do you do while you're talking? Do you listen to yourself? Watch the listener? Think about something else?

5. After a conversation, do you ever reflect on what you said and how you said it?

Class: ____________________ **Period:** ________________ **Date:** ________

SUBJECT: How we approach speaking in our own language

MATERIALS: Overhead from prior lesson
Student Worksheet 2
Overhead to record student ideas (optional)

Summary of Lesson Plan Notes

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1. Re-display the overhead listing the types of speaking students claim to do in L1.
2. Distribute Student Worksheet 2. Have Ss work in small groups to analyze how they approach speaking, using this Worksheet. (Or you can hold the discussion as a class, with you using the worksheet to guide the discussion).
3. Have the groups share their ideas. List student ideas on the board or an overhead.

This summary page can be xeroxed and used to write notes to yourself in the margin, as well as student comments and ideas.

Preparatory Discussion:
Speaking Functions

Strategy:	non-specific Develop metacognitive awareness
Associated Lessons:	All preparatory discussions
Level:	All
Purposes:	Ss discuss functions they accomplish through speaking
Materials:	Student Worksheet 3 Overhead to record student ideas (optional)
Time:	5-10 minutes

What do I try to accomplish through speaking?
(Small Group Work and Whole Class Discussion)

Have Ss get into small groups of 3-4. Give each group a different type of speaking situation (taken from the list generated in Day 1 discussion (e.g., asking your parents for permission, and using the phone). Four versions of Student Worksheet 3 are provided at the end of this lesson as examples of speaking situations the different group might be asked to analyze.

Have Ss work in their groups, with Worksheet 3, to generate a typical "script" for each speaking activity.

> (Variation: Instead of having each group address a different speaking situation and its typical "script," you can give all groups the same situation and then compare their resultant scripts.)
>
> (Variation: Instead of group work, you can present students with the speaking situation and have the class, as a whole, generate the script.)

Example

Getting permission from parents is basically a persuasive task. Depending on how likely it is they'll give permission, the script for this speaking event might include:

- greeting them with charm
- asking about their day
- introducing the plan needing permission
- asking for permission directly or indirectly
- giving reasons why you need to do this
- offering exchanges for the permission (e.g., staying home the next night)
- thanking, if given permission
- arguing, if permission is refused

Have the small groups share their script for the speaking situation. As Ss identify a function (e.g., giving reasons), write it on the board (or an overhead), until you've compiled a list of what functions they typically try to accomplish in a given speaking task.

Contrast the various types of speaking. Which functions do they have in common? What functions are different?

Summarize: Tell Ss that in many speaking situations, we follow predictable "formulas," such as greeting, asking about one's health, leave-taking. We know these in our own language. It's much more difficult in the L2, because we don't know the formulas for those interactions, or even if the same formulas apply. Moreover, because the sayings are formulas, students shouldn't translate formulas from L1 into the L2.

This year you'll be teaching them some of the L2 formulas for speaking situations. (To capitalize on high interest level of Ss, you may wish to offer an example now.)

A lesson plan summary is provided on the next page.

Student Worksheet 3
What's a Typical Script for a Speaking Situation?
Situation A

Get into groups of 3-4. Read the speaking situation in the box below. Then write a short dialogue in English as to how you would usually go about accomplishing your speaking purpose. What kinds of things would you usually say or do in that situation and how is the other person likely to respond?

Your friend Peter is having a party while his parents are out of town. You really want to go, but you're afraid your parents won't let you if they know Peter's parents are away.

Your task:
- Pick the best time to ask permission.
- Tell your parents what you want to do.
- Give reasons why, if necessary.
- Try to get permission to go to the party.

Student Worksheet 3
What's a Typical Script for a Speaking Situation?
Situation B

Get into groups of 3-4. Read the speaking situation in the box below. Then write a short dialogue in English as to how you would usually go about accomplishing your speaking purpose. What kinds of things would you usually say or do in that situation and how is the other person likely to respond?

You have a paper due in your history class today. You had planned to write the paper last night, but you got sidetracked and didn't have enough time to finish it.

Your task: Tell your teacher you don't have the paper to hand in.
Explain why.
Ask for an extension.

Student Worksheet 3
What's a Typical Script for a Speaking Situation?
Situation C

Get into groups of 3-4. Read the speaking situation in the box below. Then write a short dialogue in English as to how you would usually go about accomplishing your speaking purpose. What kinds of things would you usually say or do in that situation and how is the other person likely to respond?

Your best friend was supposed to meet you for a burger after school. You've waited over an hour, but she (he) never shows up. You're worried and a bit angry, too. You call her (his) house and she (he) answers the phone.

Your task:
- Ask what happened.
- Hear her (his) explanation.
- Decide whether you're still angry or not and react accordingly.

Student Worksheet 3
What's a Typical Script for a Speaking Situation?
Situation D

Get into groups of 3-4. Read the speaking situation in the box below. Then write a short dialogue in English as to how you would usually go about accomplishing your speaking purpose. What kinds of things would you usually say or do in that situation and how is the other person likely to respond?

You recently bought a great pair of new pants to wear to a party. But when you washed them they shrank and now are too small and misshapen for you to wear.

Your task: Call the store where you bought the pants.
Explain what happened.
Demand that the store fix the problem.

Class: ____________________ **Period:** ________________ **Date:** ______

SUBJECT: Typical scripts for speaking situations
Formulas for speaking

MATERIALS: Student Worksheet 3
Overhead to record
speaking functions

A Summary Lesson Plan **Notes**

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1. Have Ss get into groups of 3-4. Give each group a different version of Student Worksheet 3.

2. Have Ss write a typical "script" for the speaking situation they have been given on the worksheet.

3. Have the groups act out their scripts.

4. Identify the functions (e.g., giving reasons) in the scripts and write them on the board or overhead.

5. Contrast the scripts and the functions used in each. What functions do the scripts have in common (e.g., greeting, thanking)?

6. Summarize: We often use "formulas" when we speak to accomplish certain functions in the L1. The same is true in L2. You will be teaching Ss L2 formulas to help them accomplish specific functions in the L2.

This summary page can be xeroxed and used to write note to yourself in the margin, as well as student comments and ideas.

Preparatory Discussion:
Speaking in the L2

Strategy:	nonspecific Develop metacognitive awareness
Associated Lessons:	All preparatory discussions
Level:	All
Purposes:	Ss focus on the process of speaking in the L2
Time:	5-10 minutes

What is speaking like in the L2?
(Whole Class Discussion)

Before beginning discussion, provide Ss with immediate L2 speaking experience through simple Q & A, perhaps reviewing recent material. Make sure you interact with every student in the class. (If you have a large class, you may need to take two to three days to interact with all Ss, then begin this discussion.)

Ask Ss to focus on what they just experienced while speaking in the L2. Prompts:

- How much did you focus on what I said to you? How important was this in determining what you said?
- Did you think about what you were going to say before you answered? Or did you just answer?
- Did you listen to yourself? To others? Did you watch me? Think about something else?

- Did you have any uncertainties about your answer? Tell me what they were and what you did.

Take advantage of any interaction you had with Ss that can be analyzed further (e.g., a student who self-corrected, had a long memory pause, etc).

Contrast the laborious nature of L2 speaking, and the simplicity of what students can say at this point with the full capability they have in the L1. What particular problems do they encounter in L2 speaking that don't exist in their L1 speaking?

That's why they'll be hearing about strategies and speaking tips this year!

A summary lesson plan is provided on the next page.

Class: ____________ **Period:** ____________ **Date:** __________

SUBJECT: The process of speaking in the foreign language

A Summary Lesson Plan **Notes**

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1. Precede discussion with simple Q & A with students in the L2. Interact with every student in the class.

2. Ask Ss to focus on what they just experienced while speaking in the L2. Use prompting questions to guide their analysis of the experience. (How much did you focus on what I said to you? Did you think about what you were going to say before you answered? Did you listen to yourself/others? Did you watch me? Think about something else? Did you have any uncertainties about your answer? What were they? What did you do?)

3. Identify difficulties and problems Ss have while speaking in the L2.

4. Tell Ss that you will be teaching them strategies and giving them speaking tips throughout the year to help them deal with the problems they encounter when speaking the L2.

This summary page can be xeroxed and used to write notes to yourself in the margin, as well as student comments and ideas.

Preparatory Discussion:
The Accuracy Issue

Strategy:	non-specific
Associated Lessons:	All preparatory discussions Monitoring instruction
Level:	All
Purposes:	To discuss the accuracy issue
Time:	5-10 minutes

Form: How accurate do I have to be in the L2?
(Whole Class Discussion)

Remind Ss of the previous lesson, "What's speaking like in the L2?" In that experience and generally in the class, how accurate do they think they have to be in the L2? Prompts:

- Is accuracy always critical?

- When is accuracy less important? (when focusing upon communicating a message, when talking to a friend)

Explain that in class there are times it's critical to be accurate and times when it's not so crucial (although they shouldn't be wantonly careless, of course).

Example

> When you're introducing and practicing a new grammar structure, you want Ss to concentrate on being accurate.
>
> When you're talking in class about something, and communication is the focus, not a grammar drill, it's less critical for Ss to be consumed with accuracy.

The point: When the focus is on learning a new form or it's a testing situation, concentrate on accuracy. When the focus is communication, focus on the message.

If you have particular guidelines you'd like to give Ss about the accuracy issue (e.g., your expectations, or the way you grade), do so now.

Example: "I differentiate (and so should you students) between skill-getting activities and skill-using. I care about accuracy in skill-getting, because you're learning something new there. In skill-using, I'm more concerned with your ability to use what you know. So there I'm focusing more on your ability to communicate a message. In skill-using situations, I'm not overly worried about the accuracy of your pronunciation or grammar, as long as your mistakes don't impede your communication or change the meaning of your intended message."

A lesson plan summary is provided on the next page.

Class: ________________ **Period:** ________________ **Date:** __________

SUBJECT: The Accuracy Issue

MATERIALS: Any specific guidelines about accuracy you want Ss to remember

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Summary of Lesson Plan	**Notes**
1. Remind Ss of the previous discussion, "What's speaking like in the L2?"	
2. Ask Ss how accurate they think they have to be in the L2. (Is accuracy always critical? When might it be less important?)	
3. Explain to Ss that the need to be accurate may vary depending upon the situation (e.g., a test versus a communication situation).	
4. Give Ss any guidelines you have regarding your expectations of their accuracy (e.g., differentiate between skill-getting and skill-using situations).	

This summary page can be xeroxed and used to write notes to yourself in the margin, as well as student comments and ideas.

Speaking Tips

This section of the Guide presents speaking TIPS you may wish to give Ss. These tips relate to important speaking strategies that do not require extensive instruction in order to acquaint students with their use. A quick mention of the strategy and a brief discussion -- as well as timely reminders -- are all that's needed!

Tip:
Directed Attention

Strategy:	Directed Attention
Level:	All levels, particularly beginning
Purpose:	T reminds Ss of importance of concentrating while speaking the L2
Synonyms:	Paying attention, Concentration.
See also:	The Listening Guide

Tell Ss that:

- speaking, typically, is inextricably linked with listening.
- **they must listen much more closely and actively to the L2 than they do in English.**

When you begin instruction and Ss are going to have to listen to you speaking in L2 and reply in some fashion, tell them:

> **It's very important that you direct your attention to the person talking to you.**

Take advantage of situations where you see a student not focusing on the speaking (or listening) job to be done. Say:

> **No, wait a minute. Pay attention here. Focus.**

Because you may have noticed that Ss have become deaf to the words "Pay Attention" (because of hearing this instruction too often!), you may find it profitable to vary the way you say this, substituting other phrases to maintain an element of novelty. Some phrases might be: Concentrate. Listen. Focus. Attention! Ears on! Tune in. Hearing aids turned up. Hear. Pinpoint. Imprint.

Situations that can be used to remind Ss of the importance of paying close attention and concentrating on the task include:

- interactive exchanges with you
- teacher modelling of pronunciation and subsequent student repetition.

Ss might also be reminded that, at least in class, they are accountable for their oral work, for which they receive grades or points for participation.

Thus, remind students that, depending on the situation, they should:

PAY CLOSE ATTENTION

... to what is said, so you have half a notion of how to reply.

... to pronunciation, so you can copy it.

... to meaning, so you will learn to understand the L2 you hear.

Re-iterate this TIP often. It seems so obvious, and yet how many times a day do you see Ss pay poor attention?

Note

You, as the teacher, can influence student attention through giving Ss interesting tasks to perform, where Ss want to hear their classmates'answers, through random teacher-student exchanges as well as student-student exchanges, and through variety, variety, variety in your planning, so that Ss need to focus to follow and enjoy.

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TIP:
Selective Attention

Strategy:	Selective attention
Level:	All
Purpose:	To encourage Ss to make educated decisions about what aspect of a speaking situation is most important to pay attention to
Materials:	Regular classroom materials
Time:	5 minutes
See also:	The Listening Guide

Remind Ss of the strategy of **directed attention** (also known as paying attention, concentrating, or focusing).

Tell Ss: But we can't pay attention to (notice/retain/absorb/focus/imprint) everything at once all the time! Sometimes it's a good idea to select an aspect upon which to concentrate. What we decide to focus on usually depends upon the lesson at hand.

Ask Ss to think back on the grammar lessons they have had in your class to date. What points were being emphasized in those lessons? Make a list of their ideas on the board. For example:

- using formal or informal forms
- adjective agreement, or
- conjugation in a particular tense.

Tell Ss that they should pay **selective attention** to the element that's under the microscope at the moment.

Note!

There are as many opportunities to practice selective attention as there are grammar points (cultural points, etc.) upon which you focus attention.

Examples: pronunciation, register, style, grammar, physical distance, vocabulary.

Tell Ss to identify the point of the lesson, concentrate on that point, work at understanding it, and concentrate on using it accurately. **Don't focus halfway or allow distractions to interfere.**

You Can Introduce Selective Attention Through Listening

For example:
T: Buenos días, Tomás, ¿cómo estás?
Carlos,
María
etc.

(And then you say...)

T: Buenos días, señor, ¿cómo está Ud.?
señorita
señora

(Draw students' attention to the form change.)

T: Did you notice the change? It's an important change to notice. In this activity (and in the future), you'll want to pay special attention to whether you use tú or Ud.

PRACTICE

Remind students to identify the point of the lesson and pay **selective attention** to that point. Also take advantage of classroom situations to remind Ss of the strategy.

Example: In the first weeks, ask Ss to identify whether persons in a dialogue are using the tú or the Ud. form. (**selective attention** through listening) What does this indicate? Why is it important in the L2?

Example: Point to yourself ("usted"). Point to a student ("tú"). Ask Ss, "While we're having this conversation, what are you going to have to think about?"

Example: Use cards to cue Ss to the vocabulary they are to use (e.g., buenos días, buenas tardes, buenas noches can be cued by cards of morning, afternoon and night scenes). Ss selectively attend to this aspect in their response.

A lesson plan summary is provided on the next page.

Class: ______________ Period: ______________ Date: ______________

SUBJECT: Selective attention

MATERIALS: Regular classroom materials

A Summary of Lesson Plan **Notes**

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1. Remind Ss of the strategy of **directed attention** (also known as paying attention, concentrating, focusing).

2. Tell Ss about **selective attention**. "But we can't pay attention to everything at once. Sometimes it's a good idea to select an aspect upon which to concentrate."

3. Tell Ss that deciding what to pay special attention to usually depends upon the lesson at hand.

4. Ask Ss what types of things they have focused upon in grammar lessons, for example (e.g., formal/informal, conjugation). Write their ideas on the board.

5. Give Ss the TIP: Identify the point of the lesson, concentrate on that point and using it accurate. **Don't focus halfway or allow distractions to interfere.**

6. Practice: Before beginning a lesson, ask Ss what its focus is. Remind Ss often to use **selective attention** to guide their listening and speaking focus during the lesson.

This summary page can be xeroxed and used to write notes to yourself in the margin, as well as student comments and ideas.

TIP:
Avoidance of L2 Speaking

Strategy:	Avoidance of L2 speaking
Synonyms:	Delayed production Silent period Conversational management
Level:	All
Purpose:	To point out a face-saving speaking option to students
Time:	1-2 minutes

This TIP relates to **avoidance of speaking** the L2, either partial or total.

Consider telling your students that, in the early stages of learning the L2 or in visiting an L2 country, many language learners report a period of avoiding L2 speaking, while still maintaining active listening. This is known as **delayed production** or a **silent period**. This period of initial silence is usually ended when the learner feels confident or knowledgeable enough about the L2 to finally speak.

Thus, reluctance to speak initially is not uncommon. Ss should be aware (and probably already are!) that avoidance of L2 speaking is an option, within the bounds of politeness. Avoidance can preserve dignity and save the learner from L2 failure.

(It is also necessary to point out here that one can not wait for total confidence to attempt to speak the L2. One learns to speak by speaking. If Ss are afraid of being laughed at (or if something they say in the L2 causes laughter), you might point out that great careers are made from making people laugh!)

Furthermore, there are also strategic uses of avoidance, often called conversational management. Tell Ss to:

> Don't paint yourself into a speaking corner. Avoid things you know you can't say. Steer conversations to topics you know how to say in the L2.

Also tell Ss that you'll be telling them more about conversational management techniques in the future!

A Summary of Lesson Plan

SUBJECT: Avoidance of L2 speaking

MATERIALS: None

1. Tell Ss that many language learners report a period of delayed production or silence in their early language learning experience. Thus, it is not uncommon to feel reluctant to speak the L2, while still maintaining active listening.
2. Tell Ss that strategic uses of avoidance include: avoiding topics you know you can't talk about, and steering conversations towards familiar topics.
3. Tell Ss that you will give them tips on conversational management throughout the year.

TIP:
Work Within What You Know in the L2

Strategy:	"Staying within One's Means" or Self-management
Level:	All
Purpose:	To teach Ss to work within what they know how to say in the L2 To promote the idea of "careful experimentation" in L2 speaking
Time:	5-10 minutes

This TIP concerns the strategy of **self-management**, or staying with one's means when speaking.

Discuss with Ss the perils of going too far out on a speaking limb, which can slow a conversation or stop it completely, and exasperate the listener.

Tell Ss:

> Cultivate the habit of working within what you already know in the L2.

Working within your means implies having the self-awareness to recognize what you know and don't know.

Also tell Ss:

If you don't know the whole sentence, you can try to say the key words you do know.

Or...

Try to think of another way to say the idea.

Two related TIPs, which have elements of **avoidance**, are:

If you know you don't know how to say something, steer the conversation towards things you do know how to say.

Adjust your message. The whole truth, with all its details, isn't always necessary. Say what you can.

An example: You don't know how to say you have a doctor's appointment in an hour. So make an adequate substitution by saying "Excuse me, I have to leave now."

Encourage Ss to make a mental note of what they wanted to say and to find out later how they might have communicated that idea.

PRACTICE

You'll probably have to re-iterate these tips to Ss frequently. Take advantage of situations that arise in class to remind Ss of the virtues of **working within what you know.**

For example, if a student tries to say something too far outside his or her L2 means, let the student struggle a bit. Then remind the class of the strategy by saying, "Stay within your means. Use what you know."

When is it all right to experiment in the L2?

Experimentation in the L2 can be rewarding. Discuss with students when it might be all right to venture outside of what they readily know how to say.

For example, is it a good moment to try something new when you're...

... meeting a friend's mother?

... talking with a professor?

... talking with friends?

... asking for directions?

... dickering with a taxi driver?

Some Experimentation TIPS

- Pick and choose the times you experiment.
- Don't experiment wildly. Be systematic. Try a phrase and see how it's received. Were you understood?
- Ask for feedback. Is there a better, more natural way to say what you tried to say?

Tips on:
Repeating

Strategy:	Repeating
Level:	All
Purpose:	To teach students some varied ways of repeating To teach students to access their echoic memory (the tape in their head)
Time:	5 minutes per repeating TIP

Repeating may not seem like a very creative or stimulating strategy, but it is imperative in language learning and may even be applied in interesting ways.

A TIP:
Repeat Silently

> Play back in your head what you just heard said.

Why play back a message in your head?

- Situation 1: You're in an L2 conversation and haven't understood something the other person has said.

  Repeating silently gives you another opportunity to understand. What did the person say? Try to hear it again. Analyze it.

- Situation 2: You're in class, taking a dictation or learning how to pronounce a new word or phrase.

Repeating silently helps you to analyze and internalize the sound of the L2 for the purposes of copying it accurately.

- Situation 3: You're given a phone number in the L2 or a price.

  Repeating silently allows you to process this information accurately, since understanding numbers in a foreign language tends to be difficult and slow for most people.

A TIP:
Repeat an Action

Develop an L2 habit by repeating an activity on a regular basis.

Examples:

- Listen to an L2 song repeatedly. Memorize the words.
- Watch Spanish TV once a day for 10 minutes. Watch the news, a telenovela, or listen to the weather report. Familiarize yourself with vocabulary that repeats.
- Try every day to read something in the L2, either silently or aloud.

A TIP:
Repeat Intermittently

Research has shown that our memory benefits more from intermittent repetition than repeating many times in a row.

// This is an important insight into how repeating affects remembering!

Students should be aware that they'll be more likely to remember, say, a list of new vocabulary, if they repeat it in the morning, then again several hours later, and then again in the evening, than if they repeat it three times in a row.

A TIP:
Avoid Mindless Repetition

Don't repeat mindlessly. If repetition is devoid of meaning, it's generally not helpful.

Therefore, tell Ss:

A TIP:
Vary How You Repeat, Concentrate, and Visualize

Don't repeat in the same way every time. Concentrate on your repetitions, too. Visualize.

Varying the ways in which they repeat will help Ss maximize their learning. They're repeating those words to learn them, aren't they? For example:

- Read the words or sentences aloud.
- Read the words or sentences silently.
- Read the words several times. Each time concentrate on a different aspects, such as trying to sound native-like, the way a particular vowel sounds, the part that's hard to say, the part that's easy. (This variable focus is a form of **selective attention**).

- Use the word in a sentence.

- Visualize. Make a picture in your mind of the way the word is spelled, what the word means (if it's a concrete object). See yourself in a situation using the word appropriately.

- Repeat a new, useful phrase in a variety of ways. Repeat it silently. Aloud. Several times in the morning. Visualize how the phrase is spelled. Say it again. Think of what it reminds you of. Say it again. Think of how you would use this phrase. Say it again.

TIP:
Memorizing

Strategy:	Elaboration
Synonyms:	Contextualization, Using Prior Knowledge
Associated Lessons:	Tip: Repeating Tip: Developing Recall Ability
Level:	All
Purposes:	To help students learn vocabulary or chunks of language (e.g., greetings, ways of thanking)
Time:	5-10 minutes

How can I help myself learn (memorize) new vocabulary?

This strategy is useful not just for equipping yourself with L2 words for speaking situations - it's useful for learning vocabulary that comes up in listening, writing, and reading situations, too.

Ask Ss how they feel about memorizing. Prompts:

- Do you think you can't possibly memorize anything?
- Does the word fill you with horror and self-doubt? Does it bore you to death?
- How do you go about learning or memorizing material when you have to?

Give Ss this tip about memorizing:

Manipulate the New Material in Many Ways

Tell Ss that the more ways they manipulate the words, the more memory traces they'll create for those words, and the more likely they are to remember.

So tell Ss: Don't just sit and stare at a new list of words, repeating them or writing them on flashcards! Try the following and vary between them, so you don't get bored:

- Think of how you might use the word. Make up a sentence where, realistically speaking, you'd use the word.
- Think of what the word reminds you of. (Example: puente (bridge in Spanish) reminds you of "point." So think that puente is the point where you cross the river.)
- Associate a picture with the word. (Example: pan (bread in Spanish) can be pictured coming out of a baking pan.) (Note: This is a variation of the keyword method.))
- For new structures (e.g., a phrase for greeting someone), picture yourself in a situation where you gracefully use the structure.

PRACTICE

Take advantage of situations where students are learning new vocabulary (or structures) to remind Ss of **elaboration** as a useful memory tool. Prompt them:

- Does this word remind you of anything?

- Give me a sentence that uses this word realistically.

- Paint me a scene where you'd use this phrase. Make it very dramatic.

- Does a picture rise in your mind with this word?

Encourage Ss to share their **elaborations** with the class. You can also share yours with them.

A lesson plan summary is provided on the next page.

Class: ____________________ **Period:** ________________ **Date:** __________

SUBJECT: Use of **elaboration** to help in memorizing
MATERIALS: Any new material

Summary of Lesson Plan	**Notes**

1. When Ss are learning new vocabulary or expressions, take a minute to talk about memorizing.

2. Ask Ss how they feel about memorizing. Does it horrify them, bore them, or is it easy?

3. Ask Ss how they go about memorizing new material. Write their ideas on the board.

4. Tell them that the more ways they manipulate the new material, the more memory traces they'll create for the material, and the more likely they are to remember it.

5. Give them specific suggestions about ways to manipulate new material. (Ex: Make up a sentence. What does the word remind you of? Associate a picture with the material. Picture yourself in a situation using the material.)

6. Present new material. Ask Ss to manipulate material in a variety of ways (such as above).

7. PRACTICE: Take advantage of students' learning new vocabulary to remind them to **elaborate** about it. Write some of their elaborations on the board.

Tip:
Developing Recall Ability

Strategy:	Elaboration and Grouping
Associated Lessons:	Tip on Repeating Tip on Memorizing
Level:	All
Purposes:	To help students internalize vocabulary and develop recall ability
Time:	5-10 minutes

How can I help myself remember vocabulary?

This strategy is intended to help students recall vocabulary in speaking (and other) situations.

Remind Ss of the memorization and repeating tips: The more they work with the L2, manipulating words in various ways and under various circumstances, the more memory traces they create to the words, and the more likely they are to remember it in their hour of need!

Learning new material is one side of the language learning coin -- remembering the material (so you can use it) is the other side. Give Ss this tip:

Practice Recalling

> If you want to be able to recall words and phrases, you have to practice recalling!
>
> If you want to use these words in speaking, then when you practice recalling, say the words aloud.

Practicing recall doesn't have to be boring or drill-like. Tell Ss:

Play games with the words.

For example:

1. Think of all the words you know that are red (or green, or describe tall things, or fat things, or types of people). This is **grouping**, a form of **elaboration**.

   Give Ss a category, to illustrate how they would use this strategy. Example: "Ways to Say Good-bye." Have the class generate a list of all the ways they know to say good-bye in the L2.

2. When you walk down the street, try to name the things you see.

   Give Ss the opportunity to try this way of playing the recall game. Can they name objects in the room? What they're wearing? What's on your desk?

3. When you're on the phone, listen to what you're saying. Can you say that in the L2?

Suggest to Ss that they don't have to play the recall game alone. They can also practice with a friend.

PRACTICE

Periodically play these games with your Ss, to remind them of how the games work (and, hopefully, to remind them that the games are fun, too).

At the same time, remind Ss of the need to regularly practice recalling vocabulary and structures, so that when they need the material for speaking (and other purposes), the information will be there!

Once a week, give Ss a category around which to recall words. To improve recall for speaking purposes, do this work orally, without preparation time.

There are various ways to organize these practice sessions, so that student interest is maintained. For example:

- Whole class: You present the class with the category around which to play the "recall game," and Ss generate orally their list of ideas. Move around the room, calling on Ss at random.

- Teams: Divide the class into teams and alternate between them, until a team can't come up with a word that fits the category.

- Small group: You divide the class into groups of 3-4 Ss. Each group gets the same worksheet, such as **Student Worksheet 4**. The group with the most words or phrases generated wins!

- Pair work: Ss work with a partner to complete a worksheet such as Student Worksheet 4. Again, the pair with the most words/phrases wins!

A list of categories to stimulate recall of vocabulary and structures is presented in Exhibit 1. You can produce many worksheets, using Student Worksheet 4 as a model; just change the category in the box and give an appropriate example.

A summary lesson plan for both the introduction of the tip and practice recall sessions is provided at the end of this lesson.

Student Worksheet 4
Practice Recalling!

If you want to be able to remember words and phrases when you're speaking (or writing, reading, and listening), it's a good idea to practice recalling them. Here's a chance to play at remembering!

The box below tells you the category for this memory game. List as many words or phrases in Spanish as you can think of that relate to this category. Say the words aloud, then write them down. You have 5 minutes.

Today's Category

-AR verbs.

Example: hablar.

Nuestra Lista

Exhibit 1
Some Categories for Playing the Recall Game

Here are some categories you can use to organize a practice session in recalling. Have Ss orally generate lists of words or phrases relevant to these categories.

Functions

Ways of greeting a person

Ways of saying good-bye

Ways of getting someone's attention

Ways of excusing yourself

Ways of saying no

Ways of thanking

Ways of asking for something

Ways of agreeing

Things or Notions

Things that are red (green, blue, etc.)

Things you like to eat (see, feel, do)

Things that cost under $5.00

Things in your bedroom (living room, bathroom, garage, cellar, attic, kitchen, etc.)

Things you can buy in a department store (grocery store, sports store, etc.)

Small (big, round, heavy, light) things

Things you can do alone (with 2 people, etc.)

Things we do every day

The House

Household chore words

Animals you can/can't keep in your room

Dinner table words

Rooms

Furniture

The yard

Food

Food you like or dislike

Food your mother always cooks

Food you've never eaten

Food you know how to cook

Types of food

Hot or cold food

Meats/Fruits/Vegetables

Beverages

Grammar

Words that describe (adjectives)

Masculine words/ feminine words

Opposite pairs (e.g., hot/cold)

Questions used to gather information

Phrases that require the subjunctive

Prepositions

Synonyms

Nouns

Types of verbs

Commands

People

Types of people (e.g., nervous, funny)

Words to describe people physically

Words to describe people emotionally

Nationalities of people

Family

Occupations

Self

Things we do

Places

Places in the city

Airport (train station, post office, hotel, etc.) vocabulary

Places in the school

Other broad categories include such L2 domains as: clothing, shopping, school subjects, weather, health, animals, sports, classroom vocabulary, types of stores, and music.

Class: ____________ **Period:** ____________ **Date:** ________

SUBJECT: Practicing Recall
MATERIALS: Student Worksheet 4

Summary of Lesson Plan **Notes**

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1. Remind Ss of tips given them regarding repeating and memorizing ("Manipulating new material in many ways helps in memorizing").

2. Tell Ss: Part of language learning is memorizing new material. Another part is being able to recall it and use it.

3. Give Ss tip: To improve your recall ability, you have to practice recalling the L2.

4. Suggest to Ss that they should try to play games with the L2, listing categories of L2 they know (e.g., objects that are red).

5. Tip for Ss: To improve speaking recall, practice orally.

6. Give Ss a category (e.g., What L2 words are for things that are tall?) and have the class generate a list of L2 words they know that fit this category.

7. PRACTICE: Once a week, play the recall game with Ss. Give them a different category and have them work as a class, in small groups, or in pairs to generate a list of L2 for that category. Make this fun!

This summary page can be xeroxed and used to write notes to yourself in the margin, as well as student comments and ideas.

Tip:
Practice Recalling Personal Information

Strategy:	Elaboration (personal)
Associated Lessons:	TIP: Developing Recall Ability
Level:	All
Purposes:	To have Ss practice recalling personal information
Time:	10-15 minutes

This lesson is a variation on playing the recall game. In this variation, Ss orally recall L2 words and phrases that relate personally to them.

The rationale behind focusing specifically on personal information is that, in an actual L2 social situation, Ss will most likely be asked to provide information about themselves. And by playing the recall game orally, Ss practice in the modality in which they'll eventually be asked to perform (speaking).

You can structure the personal recall game to move swiftly. Prepare 10 or more index cards, each one different but with a specific realistic conversational setting and a speaking topic expressed in one line, such as:

A Sample Index Card

> You're visiting Madrid and you get invited to a party. At the party, a stranger starts talking to you and soon asks you:
>
> "What do you like to do?"
>
> Tell him about one sport you like and one reason why you like it.

(It's helpful if these cards are written in the L2, because that keeps Ss working in the target language. For beginning level Ss, it may be necessary to state the scenario in English, and put the stranger's question in the L2.)

Spread the cards out in your hand as if you were playing bridge. Have one student draw a card, read it aloud, and say two or more sentences that communicate their ideas relating to the card. Go to another student and so on until all the cards have been used, with Ss responding orally.

Then, have a student with a card ask a card-less student (who hasn't had the opportunity to say anthing yet) the card's question. Continue through all the cards, until the rest of the class gets a chance to play at recalling personal information.

This activity is not beyond beginning level Ss. They can respond with simple sentences. Make the cards specific, to help beginning Ss know how to respond.

> For example, a card might instruct a beginning student to: "Tell about your parents" and add suggested areas of response that are familiar to Ss, such as: "Tell their names and one characteristic of how they look (height, weight, color of hair)."

> A Spanish 1 student might respond to this card with: "Mis padres se llaman Carol y Bob. Mi padre es alto. Mi madre es delgada."

A list of possible sentences you can write on index cards (or say to students yourself) is provided in Exhibit 2. A list of possible scenarios in which to embed these prompts is provided in Exhibit 3.

A summary lesson plan for playing the Personal Recall Game is provided at the end of this lesson.

Class: ____________ **Period:** ____________ **Date:** ________

SUBJECT: Personal Recall Game

MATERIALS: 10 Index cards, each with a specific and limited speaking task

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Summary of Lesson Plan **Notes**

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1. Prepare index cards with a briefly described, realistic speaking scenario that leads to the question Ss are supposed to answer.

2. One by one, have Ss draw a card from your deck and read it aloud. Then each student answers the question with personal information.

3. When all cards have been read, go back to the first card. Have the student with that card ask the question of a card-less student, who then responds with personal information.

4. PRACTICE: Play this game once or twice a month. Remind Ss to use the speaking strategies you've taught them, as necessary.

This summary page can be xeroxed and used to write notes to yourself in the margins, as well as student comments.

Exhibit 2
The Personal Recall Game: Ideas for Index Cards

Here are some phrases that you can write on index cards to prompt students as they play at recalling personal information. The possibilities are endless, of course.

Embed these phrases in a realistic speaking scenario, if you feel your students will benefit from the additional stage-setting. Some possible scenarios are listed in Exhibit 3.

Beginning and Lower Intermediate Level Students

When I was born (the date, the time of day, where)

My parents' names and something about how they look

The names of my brothers and sisters and their ages

One thing I like to do after school

An album I think is great and why

3 classes I take

My room at home

A trip I've taken that was interesting (or boring)

One thing I'm good at

A good friend of mine (name, age, something about his or her appearance, one reason why I like this person)

My house (how many rooms, color, the address)

A sport I like (or don't like) and a reason why

What my brothers and sisters look like

My favorite school subject and one reason why I like it

Intermediate and Advanced Level Students

When I was born (the date, where, what I like to do on my birthday)

My parents' names and a characteristic about them (e.g., appearance, personality, likes or dislikes)

The names of my brothers and sisters and a characteristic about them (e.g., appearance, personality, likes or dislikes)

One thing I like to do after school and why

My hometown (size, climate, what's fun to do there)

My room at home (size, furniture, what I do there)

A trip I've taken that was interesting (or boring)

One thing I'm good at

A good friend of mine (name, a characteristic about his or her appearance, one reason why I like this person)

A sport I like (or don't like) and a reason why

My favorite school subject and one reason why I like it

A movie I like (name, type of movie, why I like it)

A type of job I'd like to have in the future (profession, wages, activities in job, why this job interests me)

Exhibit 3
Suggestions for Scenarios

Here are some suggestions for scenarios in which you can embed the prompts for the Personal Recall Game.

> You're travelling on a train in France. You've started talking with the girl seated next to you. After talking about the weather and making other small talk, she asks you:

> You're flying back to Paris. The two people to your right are arguing in French about their favorite sports (movies, books, hobbies). They see you're listening. One asks you:

> You're visiting your Colombian penpal. Her aunt comes to visit. Her first question to you is:

> You're staying in a youth hostel in Spain. You meet two girls from Chile who are very friendly. They want to know about you, and so they ask:

> You're studying for a summer in the Soviet Union. Your professor talks about Soviet (education, TV, houses, families, etc.). Then he asks you:

> You're travelling through France and working as you go. Each time you get enough money to travel, you do, and when you run out of money, you look for a job. You're looking for a job now, and the man interviewing you asks you to tell him about (your background, your education, your age, what you can do, etc.) He says:

> You're on a bus in Mexico. There are several elementary school children behind you making a lot of noise talking about their school subjects -- what they like and don't like. The person in the seat next to you, an elderly woman, tells you about her school days. Then she asks you:

Tip:
Using L2 Fillers

Description:	Ss can sound more proficient in the L2 with appropriate L2 "filler" words and phrases (Example: Pues, bueno, o sea)
Level:	Beginner and above
Materials:	Student Worksheet 5
Time:	5-10 minutes

This lesson isn't so much a strategy to help Ss cope with the complexities of L2 speaking so much as it's a trick they can use to sound more "native-like."

When we speak our own language, we unconsciously use "filler" words and phrases to buy time to think (or out of habit). Examples:

- Um...
- Well...
- You know...
- So...
- Right?
- I mean...

(A good way to illustrate the use of fillers in the native language is to have Ss listen to a tape of unplanned discourse, such as a talk show or even each other!)

Fillers are used in other languages, too, only the fillers are different. When people speak in the L2, however, most tend to still use the fillers of their native language.

How much more L2-native-like Ss might sound if they tried occasionally to use fillers from the L2.

Ask Ss what fillers they use in their native language. Write these on the board. Then distribute **Student Worksheet 5** and teach some equivalent L2 fillers. Have Ss write these down on their student worksheet.

Model how L2 speakers use these fillers. Have Ss repeat after you.

If possible, play Ss a tape of unplanned discourse or a video clip in the L2, so they can hear the way native speakers use these fillers when they talk.

PRACTICE

Encourage Ss to use L2 fillers where appropriate. Comment when Ss do, to remind the rest of the class of their existence.

Also remind Ss when they're making up their own dialogues to deliberately include fillers. They can keep a list in their notebooks, for handy reference, or you can display a poster or mobile with some of the words and phrases.

You can also flip this around to listening and remind Ss of existence of these fillers by having them listen selectively (**selective attention**) to identify the fillers that people are using in the dialogues they hear.

Student Worksheet 5
Fillers to Sound More Native-Like

You need time to think, to figure out what to say next...:

Um.... ______________________________

You know... ______________________________

So.... ______________________________

Right? ______________________________

Just a minute... ______________________________

Let me see... ______________________________

Well... ______________________________

You want to re-phrase what you just said (to say it better, or differently):

I mean... ______________________________

That is... ______________________________

In other words... ______________________________

Let me try that
again... ______________________________

Tip:
Using Appropriate Expressions

Description:	In addition to the filler words and phrases presented in the previous lesson, Ss can also learn standard L2 phrases that are used to express a range of emotions and intents.
Associated Lessons:	Tip: Using L2 Filler Words
Level:	Advanced beginner, intermediate, advanced
Materials:	Student Worksheet 6
Time:	10 minutes a situation

In addition to filler phrases, there are many other standard ways in which we express ourselves in our native language (e.g., we register surprise with phrases such as, "No kidding" or "Really?").

Many situations and appropriate expressions can be discussed with Ss. These discussions are also a great way to introduce cultural points.

Take one situation, and design a worksheet such as is suggested in **Student Worksheet 6**. (You can simply change the situation in the box to create new worksheets.) Have Ss work in small groups to identify L1 phrases and actions that accompany the situation.

Then have the small groups share their ideas with the whole class, while you write their ideas on the board. They may offer comments such as the following:

Student Worksheet 6
Using Appropriate L2 Expressions

There are many standard ways in which we express ourselves in a language. Look at the situation in the box below. What would you say and what would you do in English to indicate to your conversation partner the intent suggested in the box?

Work in small groups or with a partner. Make a list of the standard ways you would handle this situation -- what you would say or do to accomplish your purpose in English (#1 and #2 below). You have 5 minutes to make your list. One idea is provided as an example.

> You're talking with a friend and she tells you something really surprising.

1. What we say in English to show surprise:

____

____

____

2. What we do physically (non-verbal communication) to show our surprise:

____

____

____

3. What we should say and do in the L2:

____

____

____

Example:
Expressing Surprise

What we say in English: Really? No kidding! Are you sure? I can't believe it!

What we do: Shake our heads. Raise our eyebrows.

Equivalent Spanish expression: No me diga. ¡Qué sorpresa!

After groups have shared their results, provide them with the appropriate L2 expressions (and actions) and any pertinent cultural information.

Write the phrases on an overhead for Ss to note down. Have them repeat the phrases after you.

Take a few minutes to have them practice the L2 expressions and the actions. Cue them with the situation (e.g., "I'm angry"). Call on Ss to provide an appropriate L2 expression or action.

PRACTICE

Once or twice a month, devote 10 minutes or so of class time to discussing one situation. Some typical situations are suggested on the next page.

Vary the organization of these discussions. With one situation (e.g., buying time), the entire class can generate L1 expressions and actions. Other situations can be discussed by Ss in small groups or pairs, using a worksheet similar to Student Worksheet 6.

Examples
What we say and do when...

- ... we are surprised
- ... we want to show interest
- ... we want to show agreement
- ... we want to ask for clarification
- ... we want to paraphrase
- ... we're asking for an opinion
- ... we're angry
- ... we're saddened
- ... we're shocked
- ... we're delighted

Note: See Kenneth Chastain's (1987) book for some useful speaking (and listening) exercises along this line.

Once discussed, the phrases and expressions can become part of student vocabulary when they talk. Encourage Ss to use these situational expressions and actions in the future and praise them when they do. When appropriate, use the phrases yourself.

You can give Ss explicit practice in using these expressions by giving them 5-10 minutes to work in pairs or small groups, with an assignment such as: **Come up with a 3-line dialogue that ends in "No me diga."** An alternate form of practice is to give Ss a short dialogue with the last line missing. Ask them what the correct final expression would be.

You can also use your regular class materials to remind Ss of these expressions. For example, have Ss listen to a dialogue and do any accompanying exercises. Then you can go back to the dialogue and point out where these expressions have been used.

Or you can have Ss listen to the dialogues again, but this time have them identify how the speakers start and close a conversation (or hold the floor, or express interest, or ask for help, etc.) (**selective attention**).

A summary lesson plan is provided on the next page.

Class: ____________________ **Period:** __________________ **Date:** ___________

SUBJECT: Using appropriate L2 expressions to indicate a range of emotions and intents.

MATERIALS: Student Worksheet 6

Summary of Lesson Plan Notes

---

1. For each situation where a particular emotion or intent is to be indicated (e.g., surprise, interest), prepare a worksheet similar to **Student Worksheet 6**.

2. Have Ss work in small groups (or as a whole class) to complete the worksheet, which asks Ss what they say and do in the L1 to accomplish their intent.

3. Tell Ss what is generally said or done in the L2 to accomplish that purpose. Introduce any relevant L2 cultural points. Have Ss fill in this information on their worksheet.

4. Model the L2 expressions (the words and appropriate actions) and have Ss repeat after you.

5. Vary the structuring of these discussions: whole class, small group, pair work.

6. PRACTICE: Have Ss use these expressions when they talk. You can also point out when they occur in dialogues or other classroom materials.

7. PRACTICE: You can also have Ss listen to dialogues and focus specifically (**selective attention**) on how speakers start and close a conversation (or hold the floor, or ask for help, etc.).

Explicit
Speaking Strategy Instruction

The strategies addressed in this section of the Guide can be of considerable help to students in preparing for and coping with L2 speaking situations.

For this reason, this section presents lesson plans for EXPLICIT strategy instruction (as opposed to speaking tips). Ideas about student PRACTICE of strategies are also included.

Explicit Strategy Instruction:
Substitution

Strategy:	Substitution
Synonyms:	Circumlocution
Associated Lessons:	All speaking practice opportunities
Level:	All
Purposes:	To help Ss get around what they don't know how to say in the L2
Materials:	Student Worksheet 7
Time:	15 minutes

What can I do when I can't think of the L2 word I want?
(Whole Class Discussion)

One of the biggest problems Ss will consistently encounter when speaking the L2 is not knowing (or being able to recall) the L2 words to communicate their message.

Ask Ss what they do when they encounter this problem in L1 or L2. What solutions are there? Write their ideas on the board.

Possible Solutions

Stop speaking and wrack your brain for the word you want, or grab a dictionary and search like mad.

Appeal to the listener to rescue you.

Say the word in English and hope the listener will understand.

Use a different word or phrase.

Abandon your attempt to communicate that message.

Act out the word.

The strategy you're going to focus on in this (and other) lessons is: **substitution**, or finding another way to communicate your message.

(Note: At another time, you will also discuss with Ss various ways of appealing to the listener for help.)

Tell Ss the name of the strategy. Write the name (and the question below) on the board. Tell Ss that to use **substitution**, they should ask themselves:

Can I think of another way to say this?

Tell Ss some reasons to use substitution:

- moving forward in communication, instead of getting bogged down in L2 problems
- flexibility in thought
- relying on what is already known, rather than dictionaries or translating impossible messages

- "A dictionary in your head is worth two in your hands."

There are different types of substitution (listed on the next page). Ss need practice in all types, to develop speed and versatility in substituting and flexibility in their thought.

Once you've introduced what substitution is, give Ss an example. Show them a picture of some object they don't know how to name in the L2 (e.g., a bear). Make various substitutions yourself, using L2 vocabulary they do know.

Types of Substitution:

- Use a synonym of the word you want.
- Describe the unknown word, or tell what it does (e.g., "the machine that washes clothes")
- Use a more general word (i.e., animal instead of rabbit)
- Use "not" and the opposite (i.e., not nice instead of mean)
- Change your plan a little, if you can (i.e., say kitchen, not basement)

Using "bear" as an example:

- Give a description: You might say, "Un animal grande. Este animal vive en el bosque y duerme durante el invierno" (which means "A big animal that lives in the woods and sleeps during the winter").
- Use a more general word: "Un animal grande y alto" (a tall, big animal).

- Change the plan (if the speaking situation permits): "Un caballo" (a horse), "una culebra" (a snake), "un perro" (a dog).

After you've modeled some possible substitutions, show Ss another picture. Ask them to come up with substitutions for the L2 word they don't know. Do this several times, with pictures of a variety of concrete objects.

Practice Option Box

> You may also want to structure the first practice as a writing activity, so that students get the idea in a less on-the-spot manner. Student Worksheet 7 presents one form this initial practice might take.
>
> To use the worksheet, have students work with a partner or in small groups to complete Column 1. Then have Ss share their substitutions with the class. Analyze what types of substitutions they came up with (e.g., description, synonym, etc.). They can write other students' substitutions in Column 2 or complete this column as homework.
>
> Once Ss have practiced substituting through writing, transfer the concept to speaking.

PRACTICE

Once a week, for 5 minutes, have Ss explicitly practice substitution, following cues you provide.

Present the practice so that it's fun! Coming up with a good substitution can be exciting, a challenge. Keep the pace rapid, to maintain excitement and keep the Ss on target.

Student Worksheet 7
Substitution Worksheet

Substitution is a very useful strategy when you're writing in French. You're substituting when you find another way of saying something that you don't remember of know how to say in French. Here are some ways you can substitute:

- use a synonym
- describe what the unknown thing is, or what it does (i.e., machine that washes clothes)
- use a more general word (i.e., animal instead of rabbit)
- use the opposite (i.e., not nice instead of mean)
- change your plan a little, if you can (i.e., say kitchen instead of basement)
- change the idea totally, and make a new plan.

The purpose of this exercise is for you to practice the strategy of substitution. Think flexibly. Find alternate ways of saying the following words or phrases.

		Substitution 1	Substitution 2
1.	l'arbre	______________	____________
2.	la terre	______________	____________
3.	sympathique	______________	____________
4.	étudier	______________	____________
5.	le grand-père	______________	____________
6.	cela suffit	______________	____________
7.	le marché aux fleurs	______________	____________
8.	Va-t'en!	______________	____________
9.	près du bureau	______________	____________
10.	Je sais jouer au football.	______________	____________
11.	Il a beaucoup d'argent.	______________	____________
12.	Anne est la plus jolie jeune fille de la classe.	______________	____________
13.	Il fait beau temps.	______________	____________
14.	Il répondra bientôt.	______________	____________

Name the strategy. Say: "Okay, now we're going to play the substitution game" or "Let's see if you've gotten better at substituting!"

Some suggestions for speaking practice are listed below.

- Make a poster or flashcards of the types of substitution, so you can cue Ss as to the type of substitution you want them to provide.
- Show Ss a picture (or tell them the word) for which a substitution is being sought. (Example: A picture of a washing machine.)
- You can jump around the room calling on individual Ss, or you can put Ss in small groups (teams), where the whole group has to come up with the substitution.
- Give Ss about 30 seconds or so to find a substitution. Then prompt with questions to suggest ways of substitution (e.g., "¿Dónde vive este animal?" "¿Es grande o pequeño?"). If the student or group can't come up with anything, move on, admitting that the task is hard and that you're sure they'll get the next one.
- Remind Ss to stay within their means ("Use what you know!") and use their creativity.

Also have students practice substitution in a variety of ways, such as:

Variation 1: Put Ss in groups of 3-4. These teams can be assigned types of substitution. (Example: Team 1 gives general descriptions; Team 2 comes up with synonyms, etc.) Each team has to provide a substitution for the word or phrase you cue.

Variation 2: Write words or phrases on slips of paper. Ss work in groups of 2. They draw a slip of paper, and have to provide substitutions out loud until the class can guess what they're trying to communicate.

(Note: This is a more realistic practice game, because the listeners don't know what the words or phrases are. It's easy for the pair to judge if they are succeeding with their substitutions.

Variation 3: Practice only one type of substitution at a time. Example: Monday is "general description" day. Wednesday practice sessions require synonyms.

Variation 4: Play "Who am I?" or "What am I?" by having Ss describe something without naming it. Can the rest of the class guess from the description given? (Example: Es líquido. Viene de las vacas. Es blanca.)

Variation 5: Give the following homework assignment. "Define 5 vocabulary words without using the actual vocabulary word." The next day have individual Ss say aloud one of their definitions. The class is tested on being able to write the specific word defined.

These suggestions are for explicit practice of substitution. In truth, all speaking opportunities give Ss practice in using this vital L2 strategy.

A lesson plan summary is provided at the end of this lesson.

Class: ____________ **Period:** ____________ **Date:** ____________

SUBJECT: Substitution
Materials: Student Worksheet 7 (optional)
Flashcards (optional)
List of words for which to find substitutions

Summary of Lesson Plan **Notes**

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1. Ask Ss what they do when they're speaking the L2 and they can't think of the words they want to use to communicate their message.

2. Write their solutions on the board.

3. Tell Ss that one strategy they can use to cope with this speaking problem is **substitution**. They should ask themselves: "Can I think of another way to say this idea?"

4. Give Ss reasons to use substitution (e.g., moving forward in communication, not getting bogged down, relying on what is known in the L2).

5. Tell Ss the types of substitution: synonym, description, more general word, no + opposite, change the plan.

6. Give Ss an example of the various types of substitution. Show them a picture of something they don't know how to say in the L2. Tell them as many substitutions as you can think of for this object.

7. Show Ss another picture and have them come up with substitutions. Do this several times.

8. You may want to have them initially practice via writing, which allows for more contemplation than speaking. Student Worksheet 7 is one way to structure a written practice.

   Have Ss work in pairs or small groups to complete Column 1. Have Ss share their substitutions. They can complete Column 2 for homework, or use it to write in the substitutions that other Ss came up with.

9. PRACTICE: Devote 5 minutes once a week to having Ss practice substitution. Vary the way you structure these practices (e.g., teams, pairs, "Who am I?"). Make the practice fun!

This summary can be xeroxed and used to write notes to yourself in the margin, as well as student substitutions and other comments.

Explicit Strategy Instruction:
Self-Monitoring

Strategy:	Self-Monitoring
Associated Lessons:	See The Accuracy Issue (under Ideas to Consider) Lessons on Monitoring & Questioning All speaking practices
Level:	All
Purpose:	To teach students how and when to monitor their own (and others') production
Time:	15 minutes

How much attention should students devote to listening to themselves speak, for the purposes of hearing and correcting their own mistakes?

There is considerable controversy over the merits of self-monitoring. Some theorists (see Krashen, 1982) believe that excessive self-monitoring can produce slow and halting speech habits.

The intent of this lesson, then, is to present an approach to teaching self-monitoring that will result in student awareness of the strategy and its appropriate, but not excessive, use.

You may wish to discuss with your students the disadvantages of excessive monitoring. In keeping with the discussions about accuracy (see The Accuracy Issue, under the "Ideas to Consider" section in this guide), students should monitor their accuracy when the point of the lesson is learning a new form. When the point is communication, monitoring accuracy may be less critical.

Make Ss aware that there is a balance to be struck between correctness of form and fluency of speech.

A Way to Introduce
Self-monitoring

Take advantage of a situation when a student corrects his or her production. Draw attention to the monitoring.

Stop there.
What did you just do?
You monitored.

Tell Ss: You can listen to yourself.
You can hear mistakes and
correct them.

A first step in developing students' ability to hear mistakes (in other words, to monitor) is to recognize someone else's error. Train Ss to monitor each other.

Here are some suggestions for this type of training; make sure that Ss understand that monitoring their peers' must be done sensitively and diplomatically.

- Don't have Ss write down errors while another student is speaking. That student may be unnerved by a sudden flurry of writing.

- After the student has finished speaking, you can ask the class, "Did you catch any errors?"

- Alternatively, you can set up a class routine wherein Ss write down and hand in any major errors they heard in another student's oral work. This method has the advantages of not publicly humiliating a student and not making classmates seem like they are squealing on one another.

- Omaggio (1986) suggests peer monitoring work in small groups. One member of the group is designated the Monitor and is given a card listing the forms and vocabulary to listen specifically for and to correct if mistakes are heard in the oral work of the other group members.

While student monitoring of each other's errors may seem threatening, teachers who use this method in their classroom claim that the key to its success is first establishing a cooperative atmosphere among the students themselves. They are all in the same boat, each will be on the speaking hot spot at some time, and they can learn from each other's mistakes.

Extend Monitoring Beyond Grammatical Accuracy

When you have Ss monitor each other's speech, this should extend beyond grammatical accuracy.

For example: How well did the student speaking handle the situation? What else could they have said or done to handle any problems that arose? What would the other Ss have said or done in that situation?

This type of monitoring addresses strategic competency -- were **substitutions** possible? Might the student have **questioned** for clarification?

Once you've introduced monitoring through listening to the speech of others, take advantage of opportunities to transfer this skill to monitoring of self.

Example: A student makes a mistake. You can stop the student and say, "Listen to what you just said. Play it back in your head. What's wrong?" or "Repeat what you just said and listen to it. Is there a mistake in there?" (This also promotes student practice of replaying the "mental tape" - see the tip on Repeating.)

Example: A student has made an error. You can silently note the error, wait, then, without identifying the student, make the correction as instruction. This avoids embarrassing the student although he or she will probably know the instruction relates to his or her error.

Monitoring can also be mentioned in writing exercises. Example: When students write on the board and make a mistake, mention monitoring. Either have the student identify the mistake or have the class locate it.

There are also non-threatening ways in which students can practice monitoring their own speech. Have Ss tape record their own dialogues. Afterwards, the speakers can use a monitoring checklist (one is suggested below) when listening to their own tape. (Obviously, this is an evaluation activity, as opposed to monitoring while actually speaking, but may be good practice in hearing one's own mistakes.)

A Suggested Monitoring Checklist

	Yes	No
Cultural appropriateness	___	___
Agreement:		
Subject/verb	___	___
Noun/adjective	___	___
Appropriate tenses	___	___
Focus point of lesson:		
______________	___	___

Another way to practice montoring is suggested by the Silent Way. Student 1 makes an error. The teacher asks Student 2 to say the sentence (correctly). If Student 2 can't, the teacher calls on Student 3 and so on, until the correct form emerges. The teacher then asks Student 1 to repeat it (correctly).

PRACTICE

As was mentioned above, take advantage of opportunities to have Ss practice monitoring. When appropriate, you might say to a student who has made a mistake, "Play back in your head what you just said. Is something wrong in there?"

Give Ss feedback when they correct themselves. For example, "Ah, I see you heard your own mistake and corrected it. Good for you! Keep up the monitoring."

A summary of this lesson plan is presented on the next page.

Class: ____________________ **Period:** _______________ **Date:** ___________

SUBJECT: Self-Monitoring
MATERIALS: Student speech
Monitoring checklist (optional)

Summary of Lesson Plan **Notes**

1. Take advantage of a situation where a student self-corrects. Draw attention to the monitoring: **Stop there. What did you just do? You monitored.**

2. Tell Ss: You can listen to yourself. You can hear mistakes and correct them.

3. Develop Ss' ability to hear mistakes by having them recognize each other's. Establish a system in your classroom for discussing mistakes, including alternate strategic solutions to speaking problems.

4. Take advantage of situations where a student has made an error. Say, "Listen to what you just said. Play it back in your head. What's wrong?"

This summary sheet can be xeroxed and used to make notes to yourself in the margins, as well as to keep track across time of your explicit reminders to Ss to monitor.

Summary of

Three Lessons in Questioning (in combination with Monitoring)

Questioning is a strategy students can use to great advantage in speaking situations. Ss can question their conversational partner for clarification, verification, and/or correction.

The strategy instruction has been divided into 3 parts, each one addressing a different situation and with a different purpose behind the questioning. **Monitoring** is included in both Lessons 1 and 3, as a way of identifying communication problems.

Here's a summary:

1	**Monitoring** **Questioning**	**to identify and resolve listening problems** Ex: "Excuse me, what did you say?"
2	**Questioning**	**to ask for unknown L2 vocabulary** Ex: "I don't know the word. How do you say..."
3	**Monitoring**	**to detect communication problems** (e.g., you're not being understood) Ex: You notice your listener frowning.
	Questioning	**to resolve speaking problems when you fear you're not being understood** Ex: "Am I making myself clear?"

Explicit Strategy Instruction:
Questioning 1
(with Monitoring)

Strategies:	**Monitoring** **Questioning**
Associated Lessons:	Self-monitoring lesson Next two questioning lessons All interactive speaking practices
Level:	All
Purposes:	Ss learn to identify listening comprehension problems and deploy coping strategy of questioning Ss learn polite ways of asking for clarification
Materials:	Student Worksheet 8: Questioning
Time:	15 minutes
See also:	The Listening Guide

This lesson is the first of 3 lessons focusing principally on **Questioning**.

Because of the intricate link between listening and speaking, comprehension and production difficulties can arise in interactive situations. All three lessons address the use of **questioning** to get more information.

The Focus of This Lesson

This lesson addresses: The use of questioning when you are the listener, and you haven't understood what another person has said to you in the L2.

In this context, **questioning** is for clarification and is both a coping and a communication strategy.

Tell Ss that speaking doesn't usually take place in isolation from listening. You're talking to someone in the L2, they listen, then they speak and you listen.

What do I do when I don't understand what someone says to me? (Whole Class Discussion)

Ask Ss what they would do in their own language when they don't understand what has been said to them. You may get answers like:

- I say, "What was that?" or "Pardon me?" or "Excuse me?" or "Could you repeat that? I didn't understand."
- I frown or shake my head (non-verbal indication of confusion).
- I say nothing, wait, and hope the confusion is cleared up by what the person says next.

The same options are available in L2 speaking/listening situations, except that chances are the confusion will deepen, rather than resolve itself. Action is usually necessary! The steps students can take to resolve their difficulties are discussed below.

Step 1:
Identify the Problem

Stop a minute. Identify the specific problem. What is it that's not making sense?

Knowing that you are having trouble understanding and identifying what's causing the trouble are components of successful **monitoring**. This type of monitoring can be considered the flip side of being accurate when you yourself are speaking.

Tell Ss that the next step after monitoring is:

Step 2:
Is It Vital To Understand This Word or Phrase?

> Ask yourself: Is this a vital word in the sentence? Do I have to understand this word to get the idea being communicated?
>
> If not, keep on listening. If so, however, use other strategies to guess its meaning.

There are several coping strategies Ss might employ to resolve their comprehension problem.

Step 3:
Guess. Approximate.

> The first coping strategy students should try is guessing (or **inferencing**) the meaning of the troublesome word or phrase.

Guessing is usually done through using the context of the situation, the subject under discussion, and the words surrounding the unknown element.

Ss should be aware that it is not always necessary to understand precisely. If possible, they should be content with an approximate meaning, such as an understanding that the unknown word refers to some kind of food.

If Ss feel that they can't guess, we do not recommend that they ask the speaker to speak more slowly or to repeat. This is difficult for a native speaker to do. Asking for repetition or a slower pace usually results in a response that is either no slower or different from the first.

A more helpful strategy (the primary focus of this lesson) is **questioning** the speaker for clarification.

Step 4:
Question for Clarification

Ask the speaker for more information.

Questioning can be as simple as repeating the others' utterance with a questioning tone in the voice. This indicates one's incomprehension and may be sufficient to elicit an explanation. However, it may be necessary to question directly.

When **questioning for clarification** in the L2 (as in the L1), politeness is important. So Ss should learn to ask in a way that's socially acceptable in the L2 culture.

Hand out the **Student Worksheet 8: Questioning.** Go over it with Ss, telling them appropriate L2 expressions for the questions listed. Have them write in the appropriate L2 questions and repeat the questions after you.

Explicitly tell Ss:

A critical part of **questioning** effectively is to identify specifically in your question the word, phrase, or idea you haven't understood.

Example: You didn't understand the word "turkey." You ask, "What is a turkey?

When questioning, you can also suggest answers to help your conversation partner know how to reply. (Many native speakers will not be sure how to answer a question like "What's a turkey?")

Example: You've asked what a turkey is. Add, "Is it big or small? Is it an animal? Is it something to eat?"

(continued on the next page)

Student Worksheet 8:
Questioning

You're listening and you don't understand:

When you haven't understood generally:

What? How's that? ____________________
(Brief, informal)

Excuse me? ____________________
(more formal)

What did you say? ____________________
(more formal)

When you've understood all but a key word or phrase:

What does ___ mean? ____________________

I don't know what ___ means. ____________________

Please describe ____. ____________________

In other words, (paraphrase)? ____________________

(continued from previous page)

Make your questions as concrete as possible to facilitate your partner's replying.

Example: "What can ___ do?"
"What can I do with ___?"

Sometimes Ss will not be able to repeat the troublesome word or phrase exactly. Tell them in these instances to make a stab at repeating up to that word, to give the other person a clue as to the problem area.

After explaining how to use **questioning** to get the information you need, model the questions. Make the questions you model specific and concrete, using the expressions you've had Ss fill in on their worksheet.

Then have Ss immediately practice using the questions. Have prepared perhaps ten utterances, each containing one unfamiliar vocabulary item (an example is provided on the next page). Give Ss a scenario in which a realistic conversation is taking place (see Exhibit 3 in the tip on "Recalling Personal Information" for suggestions as to scenarios, or use ideas from the macro-tasks in Appendix A).

A Sample Prompt for Student Questioning

Current classroom focus: Food & ordering in a restaurant.

Scenario: "You are studying in Peru. Your Peruvian friend takes you to an international restaurant. El camarero comes to the table and describes los platos del día."

The last thing he says is: "Y también tenemos langosta. Es muy deliciosa y la servimos, por supuesto, con una salsa especial."

Student questioning in response to this scenario might include: "¿Qué es langosta?" or "No sé qué quiere decir langosta." A more concrete and specific question might be: "Langosta... ¿es un tipo de marisco?"

Because there are various ways to form questions, you can have several Ss respond to each scenario, each offering a different way of asking for clarification.

Maintain continuity between each utterance containing an unfamiliar item (the prompt) by using the same scenario. For example, the next prompt for the above sample might be the waiter recommending "sopa de guisantes," where guisantes is unfamiliar to Ss.

PRACTICE

You can tell Ss that in the future you expect them to use these questions to resolve listening difficulties in class. Then, insist upon it when, for example, they haven't understood something you've said to them.

Make remembering the questions easier for Ss by hanging a poster with the common questions listed.

Prompt them to use the questions by pointing to the poster.

A summary of this lesson plan is provided on the next page.

Class: ________________ **Period:** ________________ **Date:** ____________

STRATEGIES: Monitoring, Guessing, Questioning

MATERIALS: Student Worksheet 8: Questioning

10 scenarios with a "prompt" utterance containing an unfamiliar item (for student practice)

A poster displaying the questions (optional)

Summary of Lesson Plan **Notes**

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1. Ask Ss what they do when they are listening in their own language and they don't understand something that is said to them.

2. Tell Ss: In an L2 listening/speaking situation, action is usually necessary to resolve comprehension problems. They should take a series of steps to help themselves (Steps 1-4, described below).

3. Step 1: Identify the problem. What word or phrase is causing the problem?

4. Step 2: Is it vital to understand this word or phrase? If not, go on listening. If so, use coping strategies.

3. Step 3: Guess, if possible. Be satisfied with approximate meaning.

4. Step 4: If guessing isn't possible, **question** for clarification, politely. Be specific and concrete.

5. Hand out **Student Worksheet 8: Questioning**. Go over questions in L1, telling Ss appropriate L2 equivalents. Have Ss note these questions on the worksheet and repeat the questions after you.

6. Model using the L2 questions. Have students immediately practice **questioning** by presenting them with a scenario and a prompt utterance containing an unfamiliar item about which to question.

7. PRACTICE: Tell Ss that in the future you expect them to use these questions to resolve listening problems in class. Insist upon it!

8. Display a poster with the questions to make it easier for Ss to remember and use them.

This summary page can be xeroxed and used to write notes to yourself in the margin, as well as student comments and ideas.

Explicit Strategy Instruction:
Questioning 2

Strategy:	**Questioning** (to resolve speaking problems)
Associated Lessons:	Questioning 1 lesson Questioning 3 lesson All interactive speaking practice
Level:	All
Purposes:	Ss learn how to question to resolve speaking difficulties
Materials:	Student Worksheet 9 (top)
Time:	10 - 15 minutes

This lesson is the second part of 3 lessons in **Questioning.**

The Focus of This Lesson

This lesson addresses: The use of questioning when you're the speaker and you need (or want) to use a word you don't know or can't remember. This type of questioning is an appeal for help.

(Note: There are many non-verbal ways to appeal for help, such as hesitation and mime. You may wish to mention these to Ss in addition to the ideas presented in this lesson, which addresses asking directly for help. Be sure to tell Ss any cultural differences in regards to body language or gestures, so if they resort to mime, they don't create offense.)

Tell Ss that they need polite and appropriate ways of asking for information in the L2. That's the point of this lesson.

(Questions Ss might use in situations where they think they're not being understood are examined in the next lesson.)

What do I do when I'm talking, and I don't know the word or phrase I need (or want) to use?

Ask Ss how they go about asking for a needed word or phrase in English. You may get answers like:

- I say the "whatchamajig" and try to describe it.
- I tell what it does.
- I say the sentence without the word and hope the other person knows what I'm talking about and provides the word.

The same approaches are possible in the L2. A series of steps students can take are discussed below.

Step 1:
Substitute

Before they resort to questioning, Ss should try to **substitute**, or use another word or phrase, to get around the difficulty.

Substitution is an appropriate first step, because it keeps the conversation moving along. Also, constantly ask for help in a conversation may make one's conversational partner want to scream in frustration and run away.

But if Ss find they can't substitute, then they can resort to:

Step 2:
Questioning

Ask for the needed information.

Often, the method of asking for information parallels what is done when substituting -- giving a general description or telling what the object does.

Distribute Student Worksheet 9 on **Questioning**. The top block on the page pertains to these "how do you say..." phrases (the bottom block pertains to questions you'll teach in the next lesson on Questioning.)

Give Ss the appropriate L2 questions. They should write these down on their Worksheet.

You may also want to give them L2 vocabulary that's equivalent to English's "whatchamacallit" or "thingamajig."

Model how you would use these expressions to solicit help in a conversation. Have Ss repeat after you.

PRACTICE

In the future, you can insist that in class Ss use these appropriate ways of requesting words or phrases.

Help Ss remember the questions by making and displaying a poster that lists them. Then, when they say to you, "Teacher, how do you say..." and you want them to use the L2 to ask for the needed information, just point to the poster.

A lesson plan summary is provided at the end of this lesson.

Student Worksheet 9:
Questioning

You're speaking and suddenly you have a problem:

You don't know the word or phrase for what you want to say:

I don't know the word... ______________________________

How do you say... (describe)? ______________________________

You think you're not being understood (or you've said something unintentionally funny):

Do you understand me? ______________________________

Am I making myself clear? ______________________________

Shall I try again? ______________________________

What did I say? ______________________________

Class: ______________ **Period:** ______________ **Date:** ____________

SUBJECT: What to do when you are the speaker and you need (or want) to use a word you don't know or can't remember.

STRATEGIES: Substitution, Questioning

MATERIALS: Student Worksheet 9: Questioning
A poster displaying the questions (optional)

Summary of Lesson Plan **Notes**

---

1. Ask Ss: "What do you do when you're talking and you don't know the word or phrase you need (or want)?"

2. Tell Ss: Take action. Step 1: Try to **substitute** or get around the unknown word.

3. Step 2: **Question** your conversational partner for the word/phrase you need. Use appropriate L2 questions.

4. Distribute Student Worksheet 9 and refer Ss to the top of the page. These questions address the use of questioning to get needed information.

5. Tell Ss the L2 questions equivalent to those listed in English. They should write this information on their worksheets.

6. Model correct use of the questions. Have Ss repeat after you.

7. PRACTICE: Insist that Ss use these questions to get information they need in the classroom. Display a poster to help them remember the questions.

This summary sheet can be xeroxed and used to write notes to yourself in the margins, as well as student comments and ideas.

Explicit Strategy Instruction:
Questioning 3
(with Monitoring)

Strategies:	**Monitoring** (to identify communication problems) **Questioning** (to resolve speaking problems)
Associated Lessons:	Self-monitoring lesson Questioning lessons 1 & 2 All speaking practices
Level:	All
Purposes:	Ss discuss importance of monitoring their listener's reactions, as a way of assessing their effectiveness in communication Ss learn coping strategy for speaking difficulties Ss learn polite ways of asking for correction
Materials:	Student Worksheet 9 (bottom)
Time:	15 minutes

This lesson is the last of 3 lessons in **Questioning**.

The Focus of This Lesson

This lesson addresses: Questions Ss can ask when they think they're not being understood.

Remind Ss that listening and speaking are intricately entwined. When Ss are speaking, they should keep part of their awareness focused on whether or not the listener is understanding them. This is a form of **monitoring**.

Ask Ss what cues tip them off to when they're not making sense in the L2. Some answers you might get are:

- The listener looks baffled, frowns, shakes his head, or (worse case scenario) laughs when nothing is funny.
- The listener says, "What?"
- The listener responds inappropriately to what you thought you said.

Provide Ss with information about any cultural differences between L1 and L2 listener behaviors that indicate confusion or any taboos in the L2 culture that may prevent a listener from acting upon his or her confusion, out of deference to the L2 speakers' feelings.

Ask Ss how they query their listener in English when they get that same bad feeling of communication gone astray. Some possible answers:

- I repeat myself.
- I ask what the problem is.
- I ask, "Am I making sense?"

Now transfer this discussion to speaking in the L2.

What do I do when I'm talking and suddenly I get the feeling my listener isn't understanding me?

Give Ss the following tips on **monitoring** the sense they are making in their L2 speaking and taking action via **questioning** to clear up the confusion.

Step 1:
Realize When There's a Problem

Use what you know about social interaction in L1 and L2 to recognize when you're not being understood.

Once Ss realize that their listener is having trouble understanding what is being said, they should try to find out what the problem is. This is most effectively done through:

Step 2:
Questioning

Use appropriate L2 questions to find out if the listener is, indeed, confused, and what you've said that has caused the confusion. Example: "Am I making myself clear?"

As with the other **Questioning** lessons, tell Ss that politeness is important when speaking difficulties arise. The phrases and questions you are giving them will help them negotiate difficulties in a way that's acceptable in the L2 culture.

Have Ss get out their **Student Worksheet 9**, given to them in the Questioning lesson 2, and refer to the bottom set of speaking problems and relevant questions.

Give them one or two acceptable L2 phrases/questions they can use to address this kind of problem. Have them write these down. Also have them practice the phrases/ questions aloud.

PRACTICE

As with the other **Questioning** lessons, you can make these questions a part of normal classroom routines when difficulties are encountered.

A big **Questioning** poster can be displayed to help Ss remember the questions. Point to it when there's a problem they can resolve by using one of the questions.

A summary lesson plan is provided on the next page.

Class: ____________________ **Period:** ____________________ **Date:** ________

SUBJECT: What to do and say when you are the L2 speaker and you suspect your listener isn't understanding you

MATERIALS: Student Worksheet 9 (bottom)

Summary of Lesson Plan Notes

---

1. Remind Ss that listening and speaking are intricately entwined. Ss should keep part of their awareness focused on whether or not the listener is understanding them (**monitoring**).

2. Ask Ss what cues tip them off to when they're not making sense either in their own language or in the L2. Add any cultural differences between L1 and L2 listener behaviors that indicate confusion.

3. Ask Ss how they query their listener in English when they realize they haven't been understood.

4. Talk about what to do in the L2 in this type of situation, telling Ss the steps below.

5. Step 1: Realize there's a problem.

6. Step 2: Question the listener to find out what has caused the confusion.

7. Have Ss get out Student Worksheet 9 and look at the bottom set of questions. Give Ss one or two acceptable L2 questions that can be used to solve speaking problems. Have Ss write these down.

8. Model the questions. Have Ss repeat after you.

9. PRACTICE: Make Ss use these questions as part of normal classroom routines when they are having difficulty making themselves understood.

10. Display a questioning poster to remind Ss of the questions. Point to it when there's a problem they can resolve via questioning.

Explicit Strategy Instruction:
Questioning for Feedback

Strategy:	Questioning (for correction and feedback)
Associated Lessons:	Questioning 1, 2, and 3
Level:	Intermediate, advanced
Purposes:	Ss learn acceptable ways to request feedback on their speaking performance
Time:	5-10 minutes

This lesson is meant to extend the purposes to which students can put **Questioning**.

Tell Ss that, in actual L2 speaking encounters, they can sparingly ask their conversationa; partner to give them feedback on words or phrases they've used.

> Example: You don't know a word, but based on certain patterns in the L2, you're willing to hazard a guess. You can start your sentence with "Can you say...?"
>
> Example: You can't remember the exact way of applying a rule. You can ask, "Is it correct to say...?"
>
> Example: You wanted to express a particular idea, but weren't sure how. You guessed. Afterwards, you can say, "Did I say that right?"

Teach your Ss appropriate L2 expressions to use to ask for these types of feedback on their speaking performance.

Integrated
Proficiency-Oriented
Speaking Activities

This section of the Guide presents activities that you can use in the classroom to simulate real-world L2 speaking situations.

These activities are divided into micro-tasks, which practice the components of real-world L2 conversations in isolation (e.g., saying hello) and macro-tasks, which require students to combine many elements of conversation. These activities, particularly the macro-tasks, are intended to place students in situations where their speaking skills (including their use of strategies) are practiced and, hopefully, stretched.

Before you ask Ss to perform any of the activities, you should remind Ss to use the strategies and speaking tips you've been teaching them.

"Opportunities must be provided for Ss to practice using language in a range of contexts likely to be encountered in the target culture." (Omaggio, 1986, p. 179)

Some Ideas to Consider

1. The situation you give Ss to role-play should be relevant and immediately useful to the learner.

2. Ss should not be asked to say something in a role-play that they would not want to say in a real communication situation.

3. Take advantage of the situations you give Ss to enact. Tell Ss of cultural and social norms that accompany these situations. All practice should be in keeping with these norms.

Drawn from: Omaggio (1986), pp. 183-184.

Speaking : Micro-tasks

Description:	Individual student interact with a native speaker
Level:	Beginner and above
Time:	3 minutes a student

Micro-tasks ask Ss to perform one aspect of speaking, such as greeting a person in the L2. Ss should have the opportunity to practice such small components of speaking before being asked to combine the elements and perform a macro-task, such as asking for directions (which can involve greeting, questioning, verifying, thanking, saying farewell).

For beginning level Ss, micro-tasks can follow closely upon the functions introduced in initial dialogues (e.g., Buenos días, señor). For more advanced Ss, micro-tasks usually permit a wider range of possible utterances.

You can weave the various micro-tasks together to make a conversation, calling on one student at a time to provide a piece.

Guidelines:

> One student at a time interacts with you (as you play the native speaker). Each student is given a micro-task to accomplish.

Example:

> Student 1's micro-task: You meet a professor on the street. Greet her.
>
> Student 2's micro-task (continuing the above scenario where the other student left off): Ask your professor how she is.
>
> Student 3's micro-task (still continuing the scenario): Tell her how you are.
>
> Student 4's micro-task: Say good-bye.

Speaking Activities:
Macro Tasks

Description:	Ss work in a group (or individually) to find out information from a native L2 speaker
Level:	Intermediate and advanced
Time:	5 minutes

Macro-tasks give Ss the opportunity to simulate real-world L2 speaking situations. They generally involve integrating a number of the different components of the micro-tasks (e.g., greeting, asking about health, making arrangements for an activity, saying good-bye). Because combining these various elements is challenging, students should have had many opportunities to practice micro-tasks before being exposed to macro-tasks.

Macro-tasks also provide Ss with fantastic opportunities to practice using the speaking strategies you have been teaching them! **Always remind Ss to use any and all of the speaking strategies they know to perform these role-plays.**

Appendix A presents suggestions for macro-tasks that can be altered slightly to refer to the language you are teaching and to fit whatever L2 domain is under study at the moment.

Conditions:

- You are the native speaker that Ss will quiz for information.

- Ss may talk to each other in English, but they may not talk to you in anything but the L2.

- Speaking in the group is done clockwise. Once a student has addressed you, he or she may not speak to you again until all others in the group have spoken to you as well.

- If a student gets stuck and can't think of anything to say, the others in the group can help. This results in less frustration, more learning for all, and a more rapid pace.

One Possible Organization for the Macro-task:

1. **Divide the class into small groups.** Each group is given a macro-task to accomplish, such as finding out how to get to a local museum and what hours the musem is open. Give Ss 1-2 minutes to plan their attack.

2. **You wander by, a native speaker ripe for the questioning.** One S is to get your attention. The next S asks the first question, or explains the group's situation, and so on, until the task has been accomplished.

3. **You wander by the next group** and they must get your attention and accomplish their task.

A Suggestion for You, Playing the Role of the Native Speaker:

Follow the predictable sequence in the Q & A of the dialogue. At the end, make sure to throw in something unexpected, so that Ss get practice in rising to an occasion they didn't anticipate!

Example: "Oh, you're an American!"

Example: "How long have you been here?"

Example: "What are you doing here?"

Example: "By the way, that's a nice watch. What time is it?"

Comments:

If you have a large class, what are the other Ss to do while you're working with one group? Here are some suggestions:

- Take notes on phrases that worked and phrases that didn't work.

- Groups can focus on phrases used by others to "get attention", "ask for clarification", "explain the situation", etc. (**selective attention**)

  Ss can also focus upon other features of the interaction, such as: the coping or compensatory strategies that the speakers use, substitutions, monitoring, etc.

- Take notes on what you, as the native speaker, say. Have you used new words, phrases, expressions, or recombined in an unfamiliar way?

- Ss can say how they liked the way the other Ss handled the interaction or how they themselves would have done it. ("Hurt feelings" may not be as much of a problem as you might fear. Establishing cooperation as a norm in the class helps Ss become friends. They develop trust, because they are all in the same boat!)

After the Macro-task

Take a moment after each interaction to highlight aspects of Ss performance that illustrate good strategy use or possibilities for other solutions. Have Ss analyze their own performance. What else could they have done in that logjam?

An Example Macro Task

Description:	Ss act as interpreters
Level:	High beginner and above
Time:	5 minutes

Remind Ss to use the speaking strategies you've taught them!

1. **Assign roles.**

   You, the teacher - the native speaker
   Student 1 - a monolingual (who doesn't speak the L2)
   Student 2 - the interpreter

   Condition: Once assigned, all parties must stay in their roles.

2. **Assign the task.** Give the monolingual a card that describes what the pair is supposed to accomplish.

   Example task: You're having a party for a few friends and you want to serve food and drink. You go to the store together. Ask the man behind the counter for the items you need.

3. **Students work together to accomplish the task.** The monolingual uses Student 2 as the interpreter. Student 2 becomes the pair's L2 spokesperson, interacting with you, the native speaker. All questions, however, must come from the monolingual, be stated to the interpreter, who then finds a way of asking the native speaker.

Comments: This design allows for more flexibility than most dialogue constructions. For example, the monolingual wants to know "if there's any cheese." The interpreter doesn't have to translate this literally; he or she just needs to find a way of communicating that idea, which is what takes place in actual speaking situations.

Ss also like the pairwork because then they're not in the speaking spotlight alone.

CHAPTER FOUR.

AN INTEGRATED STRATEGY APPROACH TO LANGUAGE TEACHING

This chapter presents two lesson plans that take students through all four language skills and require them to use a strategic approach to language learning. Because the lesson plans are built around materials typically found in language textbooks (dialogues, narratives, and cultural points), they should assist teachers in integrating strategy practice into the materials they are currently using.

Initial learning strategy instruction should be quite explicit, as described in the lesson plans and tips given in each resource guide. In integrating strategy practice into all aspects of the foreign language curriculum, teachers should periodically remind students of the names of the strategies they are using for a language activity, or ask students to identify the strategies used.

This chapter reflects our belief that, although there are four guides, each addressing a different language skill, the best way to teach learning strategies to students is to integrate strategy instruction into all four skill areas.

These lesson plans were designed and written by: Marilyn Barrueta, Department Chair of Foreign Languages at Yorktown High School, Arlington Public Schools, Virginia.

Lesson Plan 1:
Integrated Strategy Instruction

Purpose:	To provide students with activities that require them to use a variety of strategies across all four skill areas To provide the teacher with a "blueprint" for integrating strategy practice into materials typically found in language textbooks
Strategies:	Directed attention, Selective attention, Inferencing, Self-monitoring (problem identification), Transfer, Questioning, Self-evaluation (verification), Note-taking, Elaboration, Cooperation
Time:	Several days of study, incorporating listening, reading, writing, and speaking activities

There are two types of basic material in most language textbooks: dialogue situations or narratives. Detailed below are procedures you can use that require students to manipulate these basic textbooks materials in strategic ways.

Procedure	Strategy
A. Initial contact: Listening only (Day 1)	
Play tape once through without reference to printed text. Tell Ss in advance to see if they can get the main idea/plot, or a general understanding of what the tape is about. If material is a dialogue, ask them to try to determine: - the relationship between the speakers - relative age of the speakers - where the dialogue is taking place	Directed Attention Setting a goal for listening Selective Attention

Replay the tape in manageable sections; ask Ss to listen for any of the following: - words and phrases they recognize - the number of times they hear "x" word or structure - one word/phrase answer to questions asked in advance.	Selective Attention
They can indicate this by: raising their hand, jotting down, or silently counting what they recognize.	Note-taking
Stop the tape and ask students to predict what will happen or be said next.	Predicting (Inferencing)
Elicit this type of information from Ss and write it on the board or overhead.	
Based upon the above, have Ss generate ideas and expectations as to what is happening.	Inferencing and Summarization
Now focus on words/phrases that Ss don't understand. Ask them, if possible, to articulate these words/phrases.	Self-monitoring (problem identification)
Select several Ss to write what they didn't understand on the board. Based upon the context of what they do understand and the various transcriptions, have the class try to come up with meanings of the unknown words/phrases.	Inferencing

B. Provide non-glossed copy of material:
Listening and Reading
(Day 2)

Listen to and read material; possibly discuss what caused any listening problems.	Review Self-evaluation
Have Ss read the material; have them indicate new words or structures and, once again, guess possible meaning based upon context (without reference to what was identified under "Initial Contact" above).	Inferencing

Have classmates comment on whether these are reasonable guesses and why.	Evaluation
C. Provide glossed copy of material (Day 3)	
Refer to text copy with glosses to ascertain accuracy of inferences; where wrong, determine whether or not the inaccurate inference hindered comprehension.	Self-evaluation (verification)
D. Relate aural to written form: Listening/Reading/Writing (Day 4)	
Dictate all or parts of selection (dictation may be a "spot-dictation," with Ss given the printed text missing words/phrases likely to be misunderstood). Identify any problems in sound-symbol correspondence and stressing context. Did Ss write "va a ser" (or "va ser") instead of "va a hacer"?	Note-taking Self-evaluation
Give Ss the printed text without punctuation, which they must add.	
E. Work with selection: Listening/ Speaking (Day 5 to concluding days of lesson)	
Question/answer practice, pointing out any new syntax which will come up in the lesson, as well as any previously studied material used in a new context.	Elaboration Transfer
Gradually lead to summarization of material, either orally or in writing. Suggestions:	Summarization Elaboration/Transfer Cooperation

- If material is a dialogue, ask Ss to recreate a parallel situation in a different setting (i.e., a demanding husband becomes a bully in the school cafeteria or an older brother lording it over a younger sibling).

- If a dialogue, retape tape, cutting out one speaker. Call upon Ss to respond in pause created.

- Where basic material has abbreviated syntax (ads, recipes), have Ss "flesh out" material into full sentences or paragraphs.

Lesson Plan 2:
Integrated Strategy Instruction

Purpose:	To provide Ss with activities that require them to use a variety of strategies across all four skill areas To provide the teacher with a "blueprint" for integrating strategy practice into textbook materials that present "cultural points"
Strategies:	Directed Attention; Selective Attention; Inferencing; Self-monitoring (problem identification); Transfer; Questioning; Transfer; Self-evaluation (verification); Note-taking; Elaboration; Cooperation
Time:	Several days of study, incorporating listening, reading, writing, and speaking activities

Many language textbooks have special sections or small boxed presentations about the L2 culture. Here is a lesson plan for dealing with these types of materials in ways that require students to take a strategic approach.

The lesson plan is based upon a specific cultural point found in Spanish for Mastery 1, published by D.C. Heath and Company. However, the types of activities suggested can be transferred to most cultural presentations found in language textbooks. The cultural point around which this lesson plan is framed is presented on the next page.

Procedure	Strategy
A. Initial Contact	
If material is on tape, follow steps A and B under Lesson Plan 1 in this chapter.	See strategies listed in Lesson Plan 1.

Nota Cultural: Posesiones

(Spanish for Mastery 1, page 424, published by D.C. Heath)

Un joven hispánico generalmente no es dueño de muchas cosas. Raras veces tiene tantas cosas como un joven norteamericano. El joven hispánico tiene menos ropa. Tal vez tiene un radio. Pero, ¿un tocadiscos? ... ¡Sólo si es de familia rica!

La mayoría de las personas trabajan mucho y ganan poco. Ganan bastante menos que una persona con un trabajo similar en los Estados Unidos. Así es que una familia hispánica no siempre puede comprarle a un joven muchas cosas. Y cosas como un tocadiscos, una bicicleta o una cámara son verdaderamente artículos de lujo para muchos jóvenes hispánicos.

dueño = owner
Raras veces = rarely
tantas = as many
Así es que = that is why
verdaderamente = really
lujo = luxury

Questions (given in the teacher's annotated edition):

¿Es más o menos rico el joven hispánico que el joven norteamericano?
¿Tiene más o menos cosas?
¿Trabaja mucho la gente en los países hispánicos?
¿Gana mucho?
¿Tiene bicicleta y cámara todos los jóvenes hispánicos?
¿Por qué no?

B. Work with the written text

Once written material has been introduced:

- Have Ss read selection silently.
- Have Ss read selection aloud.
- Teacher dictates from selection.
- Question and answer, for oral practice and for comprehension (Note: Questions given in teacher's edition are limited and lead to overgeneralization.)

Note-taking

C. Analyze the main theme

Ask Ss: "What is the central thought or theme of this selection?" (Ss probably think lack of possessions.) Also ask: Does everyone agree with this premise?

Summarizing
Self-monitoring

Draw Ss' attention to the line beginning "Una familia hispánica..." This gives the key point, which is that money control is not in the hands of Hispanic youth. Ask Ss: Why do American teenagers have so much? (Many have jobs, which is not generally acceptable in Hispanic countries for middle/upper-class youth. Ask Ss: Why not? Hold a short discussion of values.

Inferencing
Selective Attention

D. Work with selection linguistically

Ask Ss to make selected substitutions of words of the same category (can be antonyms or synonyms or not). For example:

Substitution

- Un joven norteamericano ...
- Un joven hispánico nunca es...

Are the resulting statements true or not?

Monitoring

Have Ss restate/rewrite the selection in the first person, making changes appropriate to their situation; these may be very limited, according to the ability or creativity of the student. Note that the cultural focus would be reversed.

Elaboration

- "Yo (no) soy dueño(a) de muchas cosas..."

At some point in this section you may wish to discuss the syntax of "La mayoría de las personas trabajan..." What is the subject which determines the verb? Is "trabajan" correct or not?

E. Combine linguistic with cultural information

Ask Ss to demonstrate in dialogue form that they have understood the cultural point involved by preparing the following dialogue situations:

Elaboration
Cooperation
Transfer

- An American teenager wants a new stereo. Family says can't afford. What is he/she likely to propose (getting a job) and what types of arguments or discussions are likely?

- An Hispanic teenager wants a new stereo. Family says can't afford. What would the discussion be like if he/she proposed working for the money?

- An American teenager is on an overseas exchange program in a Latin country. The host teenager wants a camera like his America guest's, but tells his guest that his family can't buy one. What would the American likely propose, and how would the Latin reply?

F. Culminating written activities

Have different students contribute one sentence each to a class composition summarizing what they have learned.	Cooperation Summarizing
Have individual students write a final paragraph comparing and contrasting the cultural information learned.	Elaboration Summarizing

Appendix A

Macro-Tasks

The macro-tasks listed in this appendix are provided courtesy of Dr. Irene Thompson, of the Slavic Department of the George Washington University in Washington, D.C.

Dr. Thompson uses these macro-tasks to involve her students in challenging "real-world" Russian speaking situations. You can adapt these macro-tasks by changing the Russian names (e.g., Leningrad) to authentic places, companies and people's names relevant to the language you teach.

Intermediate Level Macro-tasks

1. You have met an interesting person at a reception in the Friendship House. You run into him/her again in the reading room of Lenin Library.

   - Introduce yourself and remind him/her of where you first met.
   - Invite him/her to join you for a cup of coffee at the cafeteria across the street.
   - Tell him/her that you are pleased to see him/her again.
   - Ask if he/she comes to the library often.

2. I call you to invite you to a party. Be sure to ask me:

   - when and where the party will be
   - who will be there
   - what you can bring
   - whether you can bring a friend along.

3. A Soviet exchange student is studying at your university. You are a reporter for the college newspaper. Interview him/her for an article in the paper.

4. You call a Russian friend.

   - Invite him to an informal party for Saturday evening.
   - Tell him who will be there.
   - Ask him to bring a couple of his friends.
   - Ask him if he needs directions to get to your dorm.

5. You call a Russian friend.
   - Say hello and ask how he and his family are.
   - Invite him and his wife for dinner at the Aragvi restaurant for next Saturday at 7:30 p.m.
   - Tell him you are celebrating your birthday.
   - Arrange to meet him and his wife in front of the restaurant at 7:30.
6. You go to the reception desk of a hotel.
   - Tell the clerk that you have two single rooms reserved for three nights.
   - You inquire about the price.
   - You want the two rooms to be next to each other.
   - You ask about check-out time.
   - You ask whether breakfast is included in the price of the room.
   - You ask if it is possible to have a room not facing the street and as high up as possible (you don't like the noise of the street).
7. You are at the train station.
   - Buy a one-way ticket from Moscow to Leningrad.
   - Find out when the train leaves.
   - Ask where the departure platform is.
   - Find out if the train will be on time.
   - Find out when you should be at the train station.

8. You are in a post office in Moscow. You want to mail a package to the USA:

   - Tell the clerk where you wish to send the package.
   - Ask for a price quotation for airmail as well as surface delivery.
   - Tell the clerk which way you want it sent.
   - Ask the clerk how long it will take to get there.

9. You are calling an official at the Pushkin Institute. You find out that he is not in the office.

   - Give your name and your affiliation.
   - Ask when he/she will be back in the office.
   - Ask if you can leave a message.
   - Say that you would like him/her to call you after 3:00 p.m. the next day.

10. You were given a ticket to the opera. You hate opera. Go to the box office and try to exchange it for some other performance.

11. Your Soviet friend collects stamps. Go to the bookstore and ask for stamps you think your friend will like.

12. You were stopped by a militiaman who asks for identification. You left your passport and student card in the dorm. Handle the situation.

13. You forgot to turn in your homework. Explain the circumstances to your Russian teacher.

14. Your Soviet friend is wearing a new dress (suit). Use this occasion to have a conversation about mutual likes and dislikes in clothes.

15. Your Soviet roommate woke up feeling sick. Find out what is wrong with him (her). Be sympathetic and offer to help.

16. Your Soviet friend wants to know what your school is like back in the US. Tell him/her as much as you can.

17. Your Soviet friend wants to know what kind of a house you live in back in the U.S. Describe your home in as much detail as you can.

18. You just mentioned to your Soviet friends that you miss your pet. They want to know more about it.

19. You are meeting a friend who is arriving from Kiev on the 6 p.m. train. Go to information and make the necessary inquiries.

20. You are taking an American friend out for dinner at a good restaurant in Moscow. Your friend does not speak Russian. Order a complete meal (appetizer, first and second courses, dessert, and drinks) for two. Handle the check.

21. Your Soviet frient is curious about food in an American school cafeteria. Tell him/her as much as you can.

22. Your Soviet friend's birthday is today. Call him (her) and offer your congratulations. Tell him (her) that you have a present you would like to drop off. Make arrangements to do so.

23. You live in Moscow and need to go to Leningrad. Go to the Aeroflot desk. Get yourself a ticket.

24. It is your Soviet friend's birthday. You have no idea what to get him/her. Go to a store and get the clerk to help you. You are on a limited budget.

25. Young people in the USSR are fascinated by American cars. They want to know about your or your family's car. Tell them as much as you can.

26. Today is your last day in the USSR> Say good-bye to your Russian friend. Tell him (her) how sad you are to leave. Express hope of meeting again and make arrangements to correspond.

27. You missed your plane in Leningrad. Ask the person behind the Aeroflot counter:

    - If there are any other flights to Leningrad that day.

    - If she can book you on another flight.

    - If there is any change in the fare.

28. You are at the ticket office of the "October" movie theater in Moscow. Get the attention of the ticket seller:

- Ask what is playing tonight.
- When does the show start?
- Whether there are any tickets left?

  Ask for three tickets for the first show, preferably in the middle and together.

- Inquire about the price.

29. You are out to dinner with a Soviet friend, and you want to make sure that everything goes well. When you enter the restaurant, tell the head waiter that:

- You have reserved a table for two.
- Ask if you can have a quiet spot.
- Ask if they serve vodka in addition to wine.
- Ask if they accept credit cards in addition to checks.

30. You are a visitor in Moscow and need some information for your trip to the Kremlin. You talk to the hotel clerk to ask:

- The best way to get from the hotel to the Kremlin.
- How long it takes to get there.
- What time the museums inside the Kremlin open.
- What time they close.
- Whether you can take pictures inside the Kremlin.

31. You are in Moscow and you have to travel to Tbilisi. You go to Intourist to inquire about travel arrangements. Ask the agent:
    - The best way to get there
    - How long it takes
    - When you can depart
    - How much it costs
    - The best way to get to the airport.

32. You are in a Soviet hotel. You go to the reception desk.
    - Tell the clerk that you have a single room reserved in your name.
    - The room should have a bath.
    - Ask if there is a color TV in the room.
    - Ask if there is a restaurant in or near the hotel.
    - Ask where you can get US dollars exchanged.

33. You are at the railroad station. You go to the ticket counter.
    - Ask if there are any trains for Kiev.
    - Find out when the next one leaves.
    - Buy a two-way ticket in a sleeping car.

34. You and an American friend who does not know any Russian came to a Russian restaurant for dinner. Call the waiter:
    - Ask for a dinner menu and order something to drink for two.
    - Order a complete dinner for two (appetizers, soup, main course, dessert, beverages).
    - Ask for the bill.

35. You missed class. Explain to your Soviet teacher what happened. Be contrite and promise it will never happen again. Make arrangements to make up the work you missed.

36. You see a pretty girl sitting all alone at a table in a cafeteria in Moscow. Ask if you can join her and strike up a conversation. Ask for a date.

Intermediate Level Macro-tasks

1. You have just met a Russian friend living in your hometown.

    - Invite him to an informal party you are giving Saturday night.
    - Tell him this will be a good opportunity to meet American students.
    - Ask him if he wants to bring some friends along.
    - Ask him if he needs directions to your house.

2. You have just arrived in Moscow. A friend of yours gave you the number of an acquaintance and suggested you call. The interviewer answers the phone.

    Tell him you want to speak to Viktor. Because Viktor is not there, you find you have to leave a message. Say that you want to make arrangements to meet Viktor on Saturday around 2 p.m. Leave your name and number.

3. You are planning to have a party. You want to go to the food store to buy snacks. Ask your Russian friend (the interviewer):

    - what he recommends in the way of cheese, bread, fruits, and vegetables
    - where you can find these things
    - how much he thinks you'll have to spend.

4. You are a reporter for your local or college newspaper. The interview is a guest from the USSR. Ask him questions for apersonal profile story on him.

5. You are at the telegraph office. You wire home. The interviewer is the clerk. Find out:

    - how to send a telegram to America.
    - how much it costs per word.
    - when it can be expected to reach its destination.
    - whether the address and message can be written in English.

6. You are a representative from Pan Am on assignment in Moscow. Telephone a business contact Vasilii Ivanovich Schvachenko. Vasilii is not there, so:

   - Tell your name and your company's name.
   - Ask when he is expected back.
   - Ask if you can leave a message.
   - Say you'll be in town until tomorrow at 4 p.m.
   - Ask if he can call you back at the Hotel Druzhba at 143-4830.

7. You are applying for a visa to go to the USSR. Go to the Soviet embassy and make the necessary arrangements. The interviewer is the visa clerk.

8. You are in Leningrad. You want to go to the Hermitage museum. The interviewer is the service bureau clerk. Find out:

   - How to get from the hotel to the museum.
   - How long the trip takes.
   - What time the museum opens.
   - What time it closes.
   - Where one can eat near the museum.

9. You have met an interesting Russian (the interviewer) at a cocktail party in your home town. You call him.

   - Introduce yourself and remind him where you first met.
   - Invite him to join you for dinner at your favorite restaurant.
   - Arrange a date and time.
   - Ask if he knows where the restaurant is located.

10. You go to the airport ticket desk. Tell them:

    - You missed your plane to Minsk because your connecting flight from Kiev was late.
    - Find out when the next plane leaves, and change your ticket.
    - Make the airline put you up for the night.

11. You are at a post office in Kiev. You have some books you have to mail home. Find out:

    - How much both airmail and surface mail to the US will cost.
    - How long it will take to get there (by both air and surface).
    - How the package should be packed.

12. You are a resident of Moscow's hotel Kosmos. Your roommate is very ill. You call the hotel doctor.

    - Identify yourself and give your room number.
    - Describe your roommate's symptoms: high fever, vomiting, abdominal pains and muscle aches.
    - Find out what you should do.

13. You were invited to the home of your Soviet friend for dinner. Compliment the hostess on the food. Use the occasion to talk about Russian and American food.

14. You have a fever and sharp stomach cramps. You have gone to the Moscow University clinic to see a doctor. You are met by the receptionist (played by the interviewer). Explain your problem.

Upper-Intermediate to Advanced Level Macro-tasks

1. A Soviet friend told you that Soviets think Americans don't read books but spend all their time watching TV. Respond.

2. A Soviet friend is curious about American TV. Tell him/her what you think about it.

3. You have bought a Soviet camera. When you arrive home you find it doesn't work. Take it back to the store and complain:

    - It came without an instruction book.
    - The film doesn't load properly.
    - You didn't realize that one has to be a professional photographer to figure out all the dials and buttons on it.
    - You'd like to exchange it for a camera that allows you to just aim and shoot.

4. You have just tried to call your friend in the USA. The call did not go well. Call the operator (played by the interviewer) and explain:

    - You were cut off after the first few moments of the conversation.
    - The connection was terrible.
    - You want to be reconnected without being charged for the first call. The number in America was 233-8678. The phone number in your hotel room is 657-1542.

5. You are a student in Leningrad. You return after hours to find that the doors to the dorm have been locked. The interviewer will play the night guard at the door. Convince him to let you in anyway.

6. You are a student at the Puskin Institute in Moscow. You lost your pass. Convince the lady at the door to let you in.

7. You see a handsome young man (pretty girl) in the lobby of a movie theater in Moscow. Strike up a conversation. Explore the possibilities of a date.

8. You bought a pair of shoes. When you try them on again at home, they don't fit, and you also decide that you hate the style. You go back to the store.

   - Explain to the clerk why you want to return the shoes.

   - Tell her you want your refund in cash, even though the store's policy is only to give credit when merchandise is returned.

9. You go to the registration desk of the hotel Druzhba in Leningrad to complain about your accomodations. The interviewer is the clerk.

   - The light in your room is broken.

   - The TV is out of order.

   - There is no hot water.

   You are very tired after 16 hours of travel. Can these things be taken care of quickly?

10. You are an American tourguide for a visiting Soviet delegation. The next city on their schedule is your home town. Tell the Soviet group leader where their accomodations will be, what they will be seeing, and what activities they will participate in.

11. You are a student on a smester study program in Leningrad. You are unsatisfied with your Russian literature course. Go to the Soviet program director (played by the interviewer).

   - Explain that you realize that the program has no "elective" courses, but...

   - You have already read all the works on the syllabus (Blok, Esenin, Mayakovsky)

   - You would like to be allowed to audit a Dostoevsky seminar normally available only to advanced Soviet graduate students.

12. You are traveling with a companion in the USSR. He falls ill while you are staying in a hotel in Novosibirsk. You call the reception desk and ask for a doctor. //

- Identify yourself and your room number.
- Describe your companion's symptoms: he has a high fever, a headache, a sore throat and cough. He complains of abdominal pains.
- Find out what you should do.

13. You are terribly late for an important date. Upon arrival you greet your host and explain:

- The taxi you were riding in had a flat tire on a deserted road.
- The driver told you he would fix it in 5 minutes.
- After half an hour another cab came along.
- The second taxi driver got lost.

14. You are in the Hotel Druzhba. Your plans for your flight home have changed. You want to call your friends in America and tell them.

You dial 08 for the international operator. Arrange to call home. Find out how much it will cost.

The phone number you want to call in America is 233-8678. The phone number in your hotel room is 657-1542.

The interviewer will play the part of the operator.

15. An American student from your tour group has been hospitalized in Moscow. The group is due to leave on a four-city tour around the Soviet Union, and he will have to stay behind.

You have gathered all the things he'll need from his hotel room to give him.

It is well after visiting hours, but you are leaving for Tbilisi on the train tonight. Convince the receptionist to let you in.

16. You are at the airport in Moscow. Go to the Aeroflot desk.

- Say that you missed your plane because your connecting flight was late.
- Find out when the next plane leaves.
- Have your ticket changed from one-way to round-trip.
- Ask the airline if they would payfor your accomodations for the night since it was their fault you missed your plane.

17. You went out for the evening to the movies, and to dinner. On your return you discover that your house has been robbed. You call the police to report:

- An explanation of the facts -- when you left, when you got back, etc.
- A window had been broken to gain entry.
- You are missing the TV set, a camera, your jewelry, and $500 in cash.
- There is an open knife on the bedroom floor.
- Ask for an officer to come over. You are afraid to touch anything in case there are fingerprints.

18. You go to the registration desk of the Hotel Druzhba in Leningrad to complain about your accomodations. The interviewer is the clerk.

At the travel agency back in the USA, you paid for a single, but you were put in a room with someone else.

You were told that there was a bus shuttle to the center of town, but there isn't.

You had expected to be able to spend a cultural week in Leningrad sightseeing. Perhaps you could be moved to a better hotel.

19. Your Soviet friends like American popular music. They want to know about the role of popular music among American youth. Give them your reaction.

20. You are at a party in Moscow. An educator who is curious about American education asks you to explain:

- What U.S. youngsters do to prepare for college.
- What they do to prepare for non-academic trades.
- What role the community colleges playin the U.S. educational system.

21. You were asked by a Russian about housing in the United States. Explain to him how an average American obtains housing:

- How does one find rental property.
- How does one buy a house (real estate agency, bank loan, down payment, settlement, mortgage payments, insurance).
- What does an average American house look like (size, location, number of rooms, yard, garage).

22. Your national soccer team is playing against an American team in the U.S. Convince the man at the ticket window of the stadium that he should let you in, even though he says there are no tickets left.

23. You have invited your fiancee's parents out to lunch. You have had a good conversation, and the atmosphere is very warm and friendly. As the waiter gives you the bill, you realize that you have left your wallet at home. You excuse yourself to find the manager.

- Explain your problem. Say that you will phone home to have your sister bring your wallet.
- The manager will be suspicious of your sincerity. Be convincing.

24 You are a kindergarten teacher. Call the parents of one of your students. The child has had a slight "accident" - he wet his pants.

- Explain what happened (include activity, location, child's reaction).
- Describe how you handled the situation.
- Tell the parents where the child is now.
- Ask the parents if she can bring a change of clothes to the school.

25. You have stayed late studying in your room. You leave to stretch your legs in the hall and accidentally lock yourself out of the room. Go to the lady who is in charge of your floor and tell her:

- How it happened.
- Explain that you have to get in and that you don't have a key.
- Ask her for help (does she have a master key?).
- If she does not believe you, convince her that you are a resident of the dormitory and that (although your ID is locked up in your room) you can prove that you have been a student at the Institute for several months -- she can trust you.

26. You are staying at a hotel in Moscow. You don't like your room. Explain to the hotel administrator why you want to be switched to another room. Be polite, but firm.

27. You are driving through a small town in the USSR when your car breaks down. You go to the nearest service station.

- Say that your car stalled and that you can't get it started.
- Find out if they repair American cars. Be suspicious.
- You inquire about the cost and if you can pay with traveler's checks.

28. You are a student in Moscow. You realize that you left your books in the language lab, which has just closed. You have a major test the next day. Convince the janitor (played by the interviewer) to let you in to get your books.

29. You have just had dinner in a fancy restaurant. When you get the bill, you realize that you left your wallet at home. Explain the situation to the waiter and tell him that if he can direct you to a phone, you'll call to have a friend bring the wallet to you.

30. You are an American graduate student doing research on your dissertation in the Soviet Union. You have prior permission to have access to a special library collection. When you go to the library, you are told that you don't have the right papers.

    - Explain to the librarian that this has all been arranged by the Ministry of Higher Education and the U.S. Embassy.
    - You have only three months to do your research and can't waste time on additional paperwork.
    - Ask to see the main librarian to explain your position.

31. You are walking down a street in Moscow. On your way you witness an accident. Tell the militiaman about it:

    - Describe the details: time, location, where you were when you saw the crash.
    - There was a head-on collision between two cars.
    - It was very slippery and one car lost control coming down the hill.
    - Two people were in one car, three in another. One was thrown from the car.
    - Tell the militiaman where you can be reached if he needs further details.

Advanced Level Macro-tasks

1. You are at a party in Moscow and are talking to a journalist who asks you questions about the U.S. educational system. You are asked to explain:

    - Why there is so much emphasis on non-academic subjects, such as music, art, physical education, etc.

    - What value there is in fostering intramural sports, dances, and other social events at the high school level, instead of urging students to devote more time to their academic work.

2. You are at a formal dinner in Moscow at which you and your hosts have just concluded a new exchange agreement on the use of personal computers. As a member of the XYZ Computer Corporation you are called upon to make some informal remarks:

    (a) thanking your hosts for their hospitality and cooperation; (b) looking forward to mutually beneficial contacts in the future; (c) reminding the audience that this has been a collective effort of which you played only a small part. Be humble and impressive.

3. Order a meal for two in a restaurant. Your friend is a vegetarian.

4. Ask for directions to get to the library.

5. Your friend (the interviewer) is a whiz at home electronics. Call him and ask him if he can help you with your tape recorder.

    - Tapes often jam in it.

    - The rewind button sometimes doesn't engage.

    - When you record, it always produces a large buzz.

6. You are a group leader about to leave from Moscow to Leningrad. Intourist did not issue proper hotel vouchers. In Moscow you were almost kicked out onto the street. You want to make sure the same thing will not happen upon arrival in Leningrad. Go to the service bureau:

   - Remind the clerk what happened when you arrived three days ago.

   - Tell him you want to avoid a repeat performance in Leningrad.

   - Ask him to check up on exactly what hotel rooms have been reserved there and for how long.

7. You return home late one night from a nearby friend's house. As you open the door, the doorknob falls off in your hand. The screws that were holding the doorknob fell onto the ground, and you can't see them in the dark. You see no one else's light on. Call your friend and ask him if he can help. You'd like to get hold of a screwdriver and a flashlight.

8. You have just rented a car in Moscow. After driving around the block you come back to complain.

   - It's very hard to shift gears.

   - The tires look half flat. Shouldn't they be better filled?

   - The side view mirror is missing.

9. You have just accidentally washed your contact lens down the drain in the bathroom sink. You think you might be able to extract it from the U-shaped pipe under the sink if your friend a few blocks away can lend you a wrench. Call him and explain the problem.

10. Upon returning home, you find your room has been burglarized. You report to the militia:

   - It's clear the room was forcibly entered; the lock on the door was jimmied.

   - You're missing a gold watch, a pair of binoculars, and a silver chain/necklace.

11. You call up a friend who is a mechanic whiz. Tell him you have a broken typewriter and ask if he can help you fix it.

    - The shift key sticks.

    - The space bar doesn't work.

    - The carriage return sometimes doesn't engage.

    - The carriage is too tight to accept carbon paper.

12. You are at the doctor's office with a bruised ankle. After bandanging you up he asks how it happened. You tell him you were climbing over a fence and when you jumped down you twisted you ankle. Now you are only able to limp around. Ask when you think the limp will disappear.

13. A Russian friend of yours has just bought a very simple Japanese cassette recorder. But the instructions are in every language but Russian. He's never used a tape recorder like this, and he doesn't want to break it. He calls you up for help. In general terms, explain to him:

    - how to put in a cassette and start it playing
    - how to rewind and fast forward, and

    - how to record.